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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LV.

For the Week Ending October 23.

No. 15

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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly "Editors of SCHOOL JOURNAL. All letters about subscriptions must be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.

Considerations.

We may be wrong, but we firmly believe that the solid core of all art is usefulness; but this is not the ground on which most stand; the general idea is prettiness. The teacher of drawing puts a figure before the pupil and commands him to trace its outlines; it may be a vase or a bust. The pupil struggles along in this work and makes some "pictures"; thinks he has learned much about art; criticises paintings somewhat; possibly one out of a hundred tries to make in art a precarious living.

Art began when the maker of a pot or pan added some color or carving. The artist, if we so choose to call him, so liked his pot, pan, or club that he could not part with it until he had imparted more of himself to it. These last impartations not being to increase the usefulness of the utensil, have been termed art features. But it must be noted that the bottom on which they rest is usefulness. Quite an argument might be made here, but we pass along and say practically that here is the thing to begin with:

Give the pupil a ball of clay; let him turn it into a slab, for example, three by six inches; ask him next to put something on the surface that shall be beautiful; say "fix that surface so that one who sees it will want to see it again." As good a thing as any to put before him will be an ivy spray; he may have to use a pencil to show the teacher what his notion is. He will fashion the surface of the clay; so will others; the results will be compared; some will be better than others; these will be held up as models. Next, the product will be transferred to wood; say, for a panel to be used somewhere, on a chair, cabinet, chiffonier, or library shelf.

For all this the pupil will need some instruction as to using a pencil, pen, carving tools, etc.; he will see a useful end in the work with these tools, and thus not only have an interest, but the primary interest. A teacher may create an interest in his pupils by offering a white-handled jack-knife to the one who spells the

most words correctly, but it will not be the primary interest—the interest that should arise in doing such work. So in teaching art, we hold there must be the solid foundation of usefulness to arouse the right kind of interest. Possibly a good many will disagree with this position.

To an academy I attended when a boy, came the son of the cooper in the village, and his father with him; he was a tall, ungainly lad, not over-bright. The father wanted him fitted to manage a cooper's shop more successfully than he had. He probably saw the new times demanded more learning than he possessed, so he said, in his homely fashion to the principal, "I want you to take Bill in hand and give him some education." The principal was a college graduate, and thought he understood his business. Finding the boy could read and write, he put a Latin grammar in his hand and set him to learning how to decline *mensa*. In a day or two the father presented himself and said, "I don't want Bill to learn Latin; I want him to have some education! he must know figures and the like of that!" The principal disliked to give up his plan, which was to put the boys into Latin as soon as possible. He consoled himself, when a boy did not go to college, by thinking he had had a taste of classical literature, if not a full meal.

The teacher of drawing has proceeded on a similar line of thought. "These pupils may not become artists," he says, "but they will know somewhat what art is." But is this the best way to utilize the time of the boy during the years from twelve to fifteen? In the case of the cooper's son, after a term had gone by, he was put into a business college to learn to write readily and keep accounts. The fact that our city high schools have had to add "commercial" departments is a significant one; once they taught Latin only.

This is not a plea for utilitarianism in education; it is a plea that the primary interests must be sought. The teacher cannot too often say to himself, "My business is not to impart instruction; that they will get if they have mental power; but to put aside obstacles to mental development." The question will come up to the thinking teacher, while his class is droning away on the declensions, "Is this the best thing for them?" And so he will when they are drawing from some antique vase or cast. I have only said the above to propose a plan for letting the mental powers have a free, natural development when the question of decoration or surfaces is being considered.

How Language is Taught in Boston.

By Nellie H. Crowell, Boston.

The subjects for the language lessons in all three grades of the primary school are about the same, and are closely connected with the nature study. The first year the work is entirely oral; the second year both oral and written, and the third year the written work is made more prominent.

In the following article I have attempted to give a sketch of the language work as given in the second grade. In this class there are always several lessons on one subject. First, observation; second, oral language; third, written language; fourth, correction of papers; and fifth, the papers are re-written.

During September we have many observation lessons, and the last of the month we are ready to write, very simply, it is true; and it seems to me that for the first lesson, one line telling one thing seen is enough to ask for. I had this lesson on the bee, and these were some of the sentences given to me:

THE BEE.

"I see six legs."
"I see four wings."
"The wings look like lace."
"The bee has a lip."
"The body is big."
"The body is round."
"Two wings are bigger than the others."

One sentence which pleased me the most from a little girl who was later the best speller in the class: "I notis the fusie haer." The little stories are read to the class, and the best ones selected and written on the board, and a story similar to the following is made by the class, which all copy:

A bee has a round head.
It has large eyes.
It has a long lip like a tongue.
It gets the honey from the flowers.
Its body is almost round.
It is covered with soft, short hairs.
A bee has four wings.
Two wings are small, and under the large ones.
A bee has six legs.
They are covered with hair.
The bee's home is called a hive.
The bees will not hurt us, if we do not plague them.

Pearl Palmer.

The written stories from the picture I do not have until the last part of the year. The following stories were among those of my first lesson; they have not been corrected, and are just as the children gave them to me, with all the errors. Each child had a different picture to write from, and simply wrote what the picture told him:

Frank Thompson.

There was once a little boy his mother and farther was dead. He was very poor. One winter he went out with his dog. The dogs name was princ and the boys name was Charlie. On the way he found some papers. They was newspapers. The little black dog was standing still waiting for Charlie. He was very cold and so was Charlie. Charlie was reading the papers. He had no shose or stockings on. It was snowing very hard. His clothing was all torn. The snow was thick on the ground. He had an old hat on, too. And that was all torn.

Once a little girls mama went out and the little girl had to set the table for te. She was a very good girl her name was Daisise. She sat the table a set down. When mother came home she looked at the table and when she sow that her little

girl had been working she gave her good kiss and said now you can have some cake ad she gave her some.

The little girl had a nice dress on.

One day. A man was on a horse he got off his horse to look at som little birdies. He thought he would run over them. He only had a horse not a wagon, birds flying from the top of houses and schools. Some tiny little baby birds flue to the ground and were killed. they were sweet little birds too. Hazel MacKinnon.

Sherwin School.
June 10. 1897.

These different illustrations simply give an idea of some of the language done in the second grade of our Boston schools. The oral language work is constantly going on, and is so closely connected with all branches of school work that it is hard to separate it and say, "This is a language lesson." From day to day it is hard to see much improvement in thought or expression, either oral or written; but if the papers are kept from month to month a decided improvement will be noticed, and some of the children will have shown much originality, which must be allowed to grow in its own way, and it is not always wise to call too much attention to it. I sometimes read the best stories to the class, and sometimes I fasten them on the wall for a few days. All children cannot write or talk with equal facility; we must not expect it; but if the majority of the class do well, we must be contented, and the stragglers must be encouraged to do their best.

The spelling at first is very poor, for we have just commenced spelling in this grade; but not enough notice is taken of it to discourage the children, for it is the thought we are after; and the more original it is, the better we like it. Several lessons similar to the one on the bee are given on different subjects—subjects suggested by the different seasons—different fruits, leaves, formation of new buds, star-fishes, and small sea animals, shells—our fall collections of different leaves and seeds; in fact, anything we can get alive or stuffed or dried.

In the winter months we read and study in a simple way some of the well-known authors. The children are always interested in this subject—interested to such a degree that two boys played truant one afternoon "to hunt up the Longfellow house in Cambridge."

In this second class we talk about Longfellow, Whittier, Dickens, Hawthorne, Charles Kingsley, and Eugene Field. There happened to be some reason why we were interested in all these, and were glad to hear about them. The stories from the first lesson were of this kind:

THE GOOSE AND THE GOLDEN EGG.

Once there was a man who had a goose who laid for him every day a fine golden egg, but the man could rest till he had killed the goose to find the gold so he cut the goose to find the gold but he couldn't find any gold that he was like all other geese so he lost all the good he had because was so greedy.

Charles Walker

In March and April we talk about birds and nests. One way of getting good results in written work is to write questions on the board and let the children write the answers. After a lesson on the bluebird, I wrote the following questions:

THE BLUEBIRD.

1. When does he come?

2. Where do they build their nests?
3. When do they build their nests?
4. What do they make the nests of?
5. How many eggs do they lay?
6. What color are they?
7. What does the bluebird eat?
8. How does it sing?
9. What do you think of the bluebird?

This is one of the papers given to me:

THE BLUEBIRDS.

The bluebirds come in March.
They build their nest in April.
They make it of grass and wool.
They build their nest in a hole in a tree and a hole of a post
in a box that is in a tree.
The bluebird has two or three eggs.
They are light blue.
They eat berries and bugs.
Their song is sweet.

Hilda Baude.

Later, in April and in May, when we study germinating plants and buds, I sometimes ask the questions, one at a time, and wait while the class write the answer before I ask the next question. This is one of the papers on a lesson given that way, and a lesson on the horse-chestnut buds:

HORSE-CHESTNUT.

1. What did you see?
2. Where did we get it?
3. When are the buds formed?
4. What are they covered with?
5. What is this for?
6. What comes under the varnish?
7. What kind of scales next?
8. Where are the baby leaves?
9. How are they kept warm through the winter?
10. What do the baby leaves look like?
11. Tell where the flower buds are.

THE HORSE-CHESTNUTS BUDS.

I saw the horse chestnuts buds.
Our teacher got them. The buds formed in the fall. The buds are covered with varnish and are sticky. The scales are brown. The green scales come next. The wool comes next to the scales. The wool is to keep the buds warm. The baby leaves are in the wool. The baby leaves look like fingers. Buds are in the middle. I like the horse chestnuts tree.

Florence Sellon.



Five Little Brothers.

Five little brothers set out together
To journey the livelong day,
In a curious carriage all made of leather
They hurried away, away!
One big brother and three quite small,
And one wee fellow, no size at all.

The carriage was dark and none too roomy,
And they could not move about,
The five little brothers grew very gloomy,
And the wee one began to pout,
Till the biggest one whispered, "What do ye say?
Let's leave the carriage and run away?"

So out they scampered, the five together,
And off and away they sped!—
When somebody found that carriage of leather,
Oh my, how she shook her head;
'Twas her little boy's shoe, as every one knows,
And the five little brothers were five little toes.
—Ella Wheeler Wilcox, in "The Weekly Bouquet."

Laboratory Work in Elementary Physiography.*

By R. H. Cornish, Morgan Park Academy, Morgan Park, Ill.

In planning the work which I shall describe, I have assumed the following propositions as self-evident:

(1) That it should be the constant aim and duty of the teacher of science to bring his pupils into as close and vital relation with the facts and phenomena of science as the nature of the subject will permit.

(2) That at the lecture table, or in the laboratory, or in the field, he will seek to bring about this relation.

(3) That the laboratory or field work of any science should be used in connection with a course of lessons based upon a text-book, and that a large amount of explanatory work will be necessary, in order to make the work of the laboratory profitable.

(4) That the exercises presented in the laboratory or in the field should have a definite end in view; that they should be presented with clear and unmistakable directions, telling the pupil what to do, but not what result to expect; where to look, but not what to see.

(5) That no necessity is upon us of urging the desirability of laboratory work. All teachers admit that the laboratory methods are the best, wherever the necessary time can be obtained, and where the classes are not too large.

The questions I have sought to answer are these:

(1) Is physiography capable of the same kind of laboratory illustration that physics is?

(2) Can the laboratory work for physiography receive the same emphasis that we put upon it in chemistry?

(3) Have we sufficient means of illustration in this branch that can be put into the hands of the individual pupils?

(4) Is this material so accessible that teachers who have not been favored with the greatest possible advantages can avail themselves of it?

It will be readily observed that the facts and laws of physics can become, by wise planning, and direction in the laboratory matters of immediate knowledge. In most cases, the student can himself discover or verify the law or determine the value of the constant. By direct measurement and comparison, by weighing and testing, the student discovers the fact, or becomes acquainted with the law. This immediateness of access to the facts, this directness of contact with the phenomena makes physics an ideal subject for laboratory study. This same advantage belongs also in equal degree to chemistry, botany, zoölogy, and mineralogy. In all these sciences the student deals directly, and at first hand with the subject matter in the laboratory.

The facts and phenomena of astronomy, geology, geography, and physiography are, as a rule, not so accessible as the facts of the other sciences. Some of the facts of the latter group of subjects are matters of every-day observation. The student knows that the sun rises in the east and sets in the west, that from winter to summer it climbs up the meridian. He will find some of the physiographic forms he reads about illustrated in his own neighborhood, and in the rocks of the vicinity he can find illustrations of some of the minerals and rocks of which the earth's crust is composed. Yet, when we reflect upon the number of facts brought before the student in any good text-book of physiography, we must confess that the number of these facts of which the student will have a correct idea is comparatively small. Knowledge of the volcano, the earthquake, the ocean current, and the mountain is not acquired in most cases by personal experience. Whatever facts are known about these and many other topics in physiography must come to the student through some medium. This medium may be the text-book, the picture, the diagram, the map, or the constructed model. The teacher will, of course, use all the facts that his neighborhood furnishes for illustrating his subject. His great problem will be to illustrate adequately and properly those other and remoter facts which constitute the larger part of the subject. If laboratory work be possible in

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the case of the latter group of sciences, it will, from the necessities of the case, differ, to a considerable extent, from that possible in physics and chemistry. Much of it will consist in bringing the student into contact with the sources of knowledge upon which all scientists must rely for information upon topics outside their own immediate field of investigation. Some have questioned whether laboratory work in elementary physical geography could be anything different from the library method frequently pursued in history. Before describing the exercises, allow me to explain the weekly program: The work in physiography belongs in the second year of the academy. It is the first work done in science, physics, and chemistry following it, in the third and fourth years, respectively. The class met five times weekly throughout the year. Of these five weekly exercises two were regularly prepared recitations of one hour each, two were laboratory exercises of two hours each; one exercise was an unprepared recitation. Thus seven, and sometimes eight, hours were spent weekly with the instructor. This division of time between laboratory work and recitation is the same that is made for physics and for chemistry. This paper deals with the work done in the laboratory, and not with the work done in recitation. For convenience, I will divide the laboratory work into two parts, as follows:

(1) Laboratory exercises with apparatus, including map study and construction.

(2) Laboratory discussions and library exercises:

Without attempting to classify the exercises given, I will now briefly describe what work has actually been done by the class: Physiography naturally divides itself into four divisions: (1) The earth as a planet; (2) the air; (3) the ocean; (4) the land. The exercises which I describe have touched on all these topics, but not with equal emphasis:

First.—Laboratory exercises:

1. Construct a diagram which shall represent some of the facts of the solar system, including (1) relative distances of the planets from the sun; (2) their sizes, relative to each other and to the sun, and (3) their satellites. Two days.

2. On the same sheet, which was about 80x18 ins., construct a diagram to show (1) the inclination of the earth's axis to the plane of its orbit; (2) its perihelion and aphelion positions, and its position at the equinoxes and solstices. Two days.

3. Measurements of the sun's altitude by means of the clinometer. One day.

The aim of these exercises, and of the class discussions which are taken up in the same time, is to fix in the mind of the student, by constructions and demonstrations on the globe, the chief facts of mathematical geography and elementary astronomy. The location of the principal constellations and of the celestial equator and ecliptic might well be added to the exercises described above.

4. Plot curves to show the minimum, maximum, and average temperature, the barometric pressure, and the rain fall from records kept by the student for the month of December, 1896. Two days.

5. Determine the dew point of the room, and the relative humidity. The dew point was determined by means of the thermometer, calorimeter, and ice. This exercise was preceded by the study of the centigrade thermometer, and a comparison of it with the Fahrenheit. Relative humidity was determined from a published table. Two days.

6. Illustrate the constituents of the atmosphere, (1) dust, (2) water vapor, (3) carbon dioxide, (4) oxygen, (5) nitrogen. (Teacher's experiment.) One day.

The students by turns kept the records of the maximum, minimum, and standard temperatures, and of the rainfall, wind direction, and barometer, for a month, and the construction and method of reading these instruments were learned. The records were then used as the basis of the exercises given above.

7. Construct a map showing the drainage slopes of the United States. One day.

In this exercise the smaller outline map of Prof. Channing, published by D. C. Heath & Co., was used.

8. Preliminary study of a topographic map. Three days.

9. Study of a coast survey or lake survey map. Two days.

10. Study of the Washington weather map. One day.

11. Study of the North Atlantic Pilot Chart. Two days.

In these exercises we made use of the admirable illustrative material, which the United States government and several of the state governments furnish; some of it at no expense, and some at very small expense. This material, and how to get it, is fully described in that very helpful little pamphlet by Profs. Davis, Collie, and King, called "The Use of Government maps in Schools." This pamphlet is published by H. Holt & Co.

The detailed directions that were given to the students in the use of these maps will be given later on, in at least one case.

The aim of these exercises, especially those using the topographic and coast-survey maps, is to teach the students to read the map, and to see what there is on it. This ability to read maps and get their meaning is of great importance to the student, and should be cultivated. After this ability has been acquired, it is, in a subsequent exercise, utilized by exhibiting many topographic maps to the student and asking him to explain them, or, when too difficult for ready comprehension, pointing out their meaning to him. In these exercises the student was asked to construct profiles from the map, to select the best road between two given places for an imaginary bicycle trip, to note the amount of fall of the rivers. The details for the study of topographic maps are given in full in the June number of the "Journal of School Geography."

12. Construction of a weather map from facts published in the daily papers. Two days.

This is one of the most interesting and instructive exercises which we did. It calls into action a different set of faculties from those used in the former exercise on the study of a weather map. It serves to show, also, how accessible material is if teachers only know how to utilize it.

13. Construction of a river profile, from source to outlet, by the aid of topographic maps. Two days.

14. Construction of a profile around the earth at the equator, showing ocean beds and continental elevations. Two days.

The river profile, when completed, shows the three portions, torrential, valley, and flood plain, into which most large rivers can be divided. The Housatonic, Naugatuck, Thames, and Farmington, in Connecticut, and the Passaic and Raritan, in New Jersey, were the rivers whose courses were studied.

15. Detailed study in the field of a miniature river valley, with measurements of width, length, number of turns, branches; directions taken with compass and notes made of the same. One day.

16. Construction of a topographic map of the valley surveyed above (15), on a scale of fifty feet equal to one inch with contour lines at five ft. intervals. One day.

This was the first "field" work that we did, and it was very instructive. The valley chosen was admirably adapted to the purpose. It was about 1,500 feet long, through clay, and had five turns and side valleys.

17. Excursions to several points of interest, including a sand dune, a glacial moraine, and a limestone quarry. These excursions may become the most profitable part of the work, and they can be greatly extended in number, provided classes are not too large, and points of interest are accessible.

18. Study of common minerals and rocks. The collections studied have been the Boston Natural History Society's collection, described in "Crosby's Common Minerals and Rocks." This includes twenty-five of the commonest minerals, and more than this number of the commonest rocks. This work will be extended to include the Washington School Collection No. 2 (40 minerals) and No. 3 (40), rocks. The latter excellent collections are put up by E. E. Howell, Washington, D. C. This study has included the identification of the minerals and rocks in these collections by means of their physical characteristics. This work could be extended indefinitely by including the blow-pipe characteristics. I think the aim should be to teach the student to identify the more common rocks and minerals at sight in the field.

This part of the work, including both the laboratory and text-book work, constituted about one-sixth of the whole course, or about six weeks. In addition to the small collections mentioned above, a large collection was available for this part of the work.

19. Study of typical topographic features, with their various

modified forms by means of selected sheets of the various government and state surveys. The accompanying descriptions posted on the back of the sheets were taken from "The Use of Government Maps in Schools," already referred to. Eight days.

20. Several stereopticon exhibitions of pictures illustrating (a) facts of astronomy and the earth's relations as a planet and (b) typical physiographic features. Slides for the latter illustrations were chiefly those in the list prepared by Prof. W. M. Davis for the use of the Cambridge grammar schools.

This map study, with the accompanying lantern illustrations, formed the final review. The features studied included plains, plateaus, mountains, valleys, shore lines, with their various modifications; and the previous detailed study of the various government maps had prepared the student to understand what these maps expressed. To vary this part of the work, maps were frequently shown the student, and he was asked to interpret the surface of the region represented.

21. Enlarged reproduction of Prof. Powell's map of the physiographic regions of the United States by means of the pantograph. This was not a class exercise, but was assigned to one pupil.

Second.—Library exercises and class discussions:

I will give a few of the topics which have been presented for class discussion:

(1) What reason have we for thinking that the earth probably rotates on its axis?

(2) What actual proofs have we that it does rotate?

(3) What is "the front" of the earth, and when are we "in front"? Questions preliminary to the last: (a) What is the front of a moving carriage, (b) of a moving trolley car, (c) of a baseball in motion?

(4) What is the sun's position at noon at the solstices and at the equinoxes to an observer at (a) the Tropic of Cancer and (b) at the Arctic Circle?

(5) Travelers go to Northern Scandinavia to see the midnight sun. How far north must they go in order to see this phenomenon, and when they see it, where in the heavens is the sun located?

(6) How can a river abandon its valley or a part of it?

(7) What becomes of the water that falls as rain?

(8) Why do some fresh-water lakes seldom freeze?

Among the topics for library exercises have been the following:

(1) The origin, function, and "death" of lakes.

(2) The facts concerning existing glaciers, and the evidences of past glaciation.

(3) Rivers as erosive agents.

The difference between these two classes of exercises consists in this: that in the former, which have been called laboratory, or class discussions, the problem is put before the student in the form of a question, which he is to solve by means of facts which he already knows, or which he is to solve under the teacher's guidance, and without access to other books than his regular text-book. In the library exercises the pupil was referred to the literature of the subject, and asked to find answers to the questions given from the printed page. Specific references were given, and the student was expected to look up as many of these as time permitted, and to write his answers in his note book, after which they were read and discussed in class. As an illustration of the kind of questions that were given to the class in connection with the laboratory exercises, I will give the details of the study of the North Atlantic Pilot Chart. This may serve as a type of the method of map study. The laboratory work was conducted class-wise; that is, all members of the class were engaged upon the same exercise at the same time. Each student or group of two being supplied with a copy of the North Atlantic Pilot Chart, or the North Pacific Pilot Chart, the following questions were given, which the student was asked to answer in his note book:

(1) The name of your map and the date of its issue?

(2) By what department and bureau, and for whose use was it issued?

(3) How many different symbols in red, and how many in blue do you find, and what do the reds, as a whole, signify, as contrasted with the blues?

(4) Tell what each of the following symbols in red signifies; (a) continuous lines; (b) dotted lines; (c) arrows.

(5) The horizontal black lines are parallels, and those at right angles to the parallels are meridians. Compare their distances apart, and directions with the same lines on an ordinary map. What is the difference?

(6) Are the 10-degree parallels all the same distance apart? Which are farther apart?

(7) Your map is made after what is called "Mercator's projection." What is this, and what are its advantages and disadvantages?

(8) Explain fully and carefully the meaning of one of the symbols in a 5-degree rectangle.

(9) "Box the compass."

(10) What is the general direction of the red storm tracks and of the ocean currents?

(11) Why is it that the sailing and steamship routes on the map are, as a rule, curved lines?

(12) Compare two charts, one of a winter month, and one of a summer month, and note their differences.

In conclusion, allow me to call your attention to the following points which have been made: (1) That the course as given covers one year of five recitations per week; (2) that about an equal division of time has been made between the study of a text-book and the laboratory work; (3) that the laboratory work has been given a definite place in the weekly program, and the aim in these exercises has been to arouse the interest of the student, and to lead him to think and work. Some of the exercises described are suitable for grammar school grades, and none are too difficult for the high school pupil. The exercises are, I hope, suggestive of what can be done. They may, at least, furnish a starting point for discussion. That they have proved interesting I feel sure, and the interest of the student in the subject determines in large measure the profit he derives from it.



Primary Number Work.

By SARAH E. SCALES, Massachusetts.

AIM : MENTAL DEVELOPMENT.

What powers of the mind do we train?

- a. Senses.
- b. Memory.
- c. Imagination.
- d. Power of reasoning.

SENSE TRAINING.

At first this is very prominent. Through it the child obtains a stock of elementary ideas for future use. The training should be such as to cause the growth of the perceptive faculties and a widening of their range from the vague to the definite.

MEMORY TRAINING.

Much of our previous unsatisfactory mathematical work results from confusion in the mind of the children in regard to the elementary principles involved. It is found that all through life there is a constant reference to the first mental pictures. How important then that these should be clear and correct. The aim of the teacher should be to plan the work to this end, and not be satisfied until it is accomplished.

Attention will be necessary and should be voluntary. Objective teaching in groups, of not more than eight or ten is best.

Periods should be short and full of interest, allowing no inattention or fatigue.

Make the exercise of such interest that the attention will be concentrated, and the mental picture vivid.

TRAINING OF THE IMAGINATION.

There is a possibility of training the imagination in number work, although to a more limited extent than other powers of the mind. The child's imagination is quite active and he often lives in a world of his own. This is seen in the number of "make believes" in his play.

We may take advantage of this, and turn it to account, by asking him to give number facts in the form of the so-called "number stories" of his own invention.

TRAINING OF THE POWER OF REASONING.

This with little children is not developed to any great extent. It is not till the third year of school, that we are able to do much with reasoning.

FIRST YEAR.

PRELIMINARY WORK.

The work of the first month or so will be to find out what is already known before entering school. This will vary according to the environment of the child.

In general, it may be stated that some idea of three, or perhaps four, has been acquired; but they often lack the power of expression, or may be too timid to reveal their knowledge. The first thing, is to bring out, by familiar conversations, the number concepts already known. The teacher can draw on the board pictures of a cat, dog, or a tree with birds in it, and question in a lively manner about them.

Have the children enthusiastic, and encourage freedom of expression.

NUMBERS FROM ONE TO TEN.

The work of the first year in nearly all courses of study includes number teaching from 1 to 10. These are generally taught, first by their unions and by their separations. The teaching should largely be concrete, and aim at employing the physical activities of the child. Aim at both freedom of body and freedom of expression in language. Be sure that each child does the work.

Number grows out of the idea of measurement.

In the first year, we find that denominate numbers, yard, foot, inch, are outlined to be taught. They offer a good method of employing the physical activities, and a few suggestions are here given. We use the foot as a unit.

THE FOOT AS A UNIT.

Supply each pupil with a light foot rule.

HINTS FOR DEVELOPING.

Teacher: This is a measure. Did you ever see one like it? Do you know the name of it?

Yes; it is a foot. When you see anything as long as this you may call it a foot.

Now you may draw me a line on the board as long as your rule. Another. Another. Draw one on the floor. Take your rule and mark off a foot on the table or board.

Give children paper, string, ribbon, or cloth, and with scissors cut foot lengths.

When the idea of the length of a foot is gained with class before you, hold up the rule, saying, "Who will draw me a line as long as this?"

Let several try, and class criticise.

Then, again, without rule, ask for foot lengths to be drawn from memory, or cut from string. Have much practice in cutting, marking, or estimating the foot.

GROUPING.

Teacher: Draw me a foot line. Another. Another. How many have you drawn? How many threes? How many are one foot, and one foot, and one foot?

Now you may arrange me three lines a foot long, in as many

different directions as you can; that is, three horizontal, three vertical, or three oblique lines.

Place upon the board work like this and have the children read it at sight, filling the omissions.

1 foot and 1 foot are ? feet.

1 foot and 1 foot and 1 foot are ? feet.

2 feet and 2 feet are ? feet.

3 feet less 2 feet are ? feet, etc., etc.

ANOTHER EXERCISE.

Now we will see what we can find in the room to measure with our rules. Let children choose for themselves.

Again, see what you can find in the room or hall that is a foot long. At recess let them find foot lengths in the yard and report later.

Now we will find two feet in the same way. All measure two feet. Then three feet. Show a string. Who will measure it for me? How long? Three feet. Hold your hands a foot apart. Two feet. Now three feet. Let children verify.

WRITING AND ABBREVIATING.

Sometimes, children, we do not wish to write the whole word on the board, so we shorten it, thus: ft. for foot or feet.

BOARDWORK. COPY.

1 ft. means 1 foot.

2 ft. means 2 feet.

3 ft. means 3 feet, etc., etc.

Little equations can be made and filled out:

1 ft.+1 ft. = ? ft.

3 ft.+1 ft. = ? ft., etc.

Questions, as, If I pay 2 cents a ft. for ribbon, what shall I pay for 2, 3, 4, and 5 ft. ? etc.

Or questions like these: A string one foot long, and a string one foot long, and a string one foot long make a string how many feet long?

We can now introduce the yard measure.

Show the yard. Does any one know this? Now we will take your foot rule. Place them on the yard. How many of your foot rules does it take to fit the yard? How many feet, then, in a yard?

All measure a yard somewhere. What are we to remember? Be sure not to forget. Write it on board or slate. Give plenty of string, ribbon, paper, etc., and let yard lengths be cut.

BOARD OR SLATE WORK.

1 yard, 1 yard ? yards.

2 yards, 3 yards ? yards.

5 yards, 4 yards ? yards, etc.

Have great variety of exercises embracing the different processes taught.

HOW MANY INCHES IN A FOOT.

Foot measure, and, if possible, twelve one-inch sticks, a strip of paper about a half inch wide, and scissors. Take the inch splint in the hand, and pass the finger over the edge, so as to feel the length.

Then place the stick on the paper and, holding the pencil directly vertical, mark off an inch; then another, and another, etc., until twelve have been marked off. Let these be cut apart. Then let the child place the sticks on the rule and tell how many it takes to just cover the rule.

The name of the stick having been previously given, the statement that twelve inches make a foot will be made by the child. Place the inch pieces of paper on the rule also.

The teaching of inches in a foot will come either at the last of the first school year, or at the beginning of the second.

Have much practice in marking, drawing, and cutting inches. Twelve inches make a foot, and the picture of it will serve for future work based on it.

FRACTION TEACHING.

It will be readily seen how successfully fraction teaching will come into this work. For instance: With linear measure, ideas of halves, and fourths, thirds, and later sixths and twelfths will be developed.

With yard we find three feet as a whole. By using the rule one foot will appear as one-third of a yard, and two feet as two-thirds. Twelfths are seen in connection with the finding of twelve inches in a foot.

Skeleton Stories.

By Mary Graham, Philadelphia.

These stories are to be filled up differently (when possible) by each member of the class. It is interesting to them to find what a variety of stories can be made from one skeleton. They should, when finished, be read aloud to the class by either the teacher or the children.

No. I.

Once upon a time there was a little —, whose name was —. One day — mother said to —, " —, I want you to go down to the —, and bring up the —."

— said, "I am afraid — might — hurt me."

— mother said, "Oh! there is no — of that, and if at first you don't —, try, — again."

— said, "Well, mother, as I do not want to be —, I will go."

— went, and soon returned with the —, saying "I am very glad I — you, mother."

— mother said, "And I am glad you are learning to conquer your foolish —."

No. II.

— was a very funny little —. One day — father said to —, "I am going out — this afternoon, and will promise to take you with me, if you do not play any — this morning."

— looked — for a few moments, and then said, "I cannot — for sure, but I will try to try."

Soon after that the door opened and the — walked in.

— jumped up and began to — —.

— sat in one — of the room —; but at the same time, he watched his little — out of one eye.

— did not know — father was — and forgot all about — promise, "To try to try."

Pretty soon the — jumped up on the window-sill and tried to jump out of the —.

Then —'s father looked up and said, "I am afraid if there is much more of this — you will forfeit your —."

— said, "Oh! I have finished teasing the — bow."

No. III.

— lived in the country where there were a great many —, —, and — trees.

One day — mother said, "Would you not like to go out and gather some — blossoms to take to your —?"

— jumped for joy, saying, "Oh! she would be so — to have them! She loves —." — ran out and came to one old — tree that was bending over, and whose — could not reach.

— gathered — full, and then ran back to arrange them.

— mother said, "You must not stay too long with the — or I am afraid you might be late to —."

— looked at the — and exclaimed, "Oh, dear! it is twenty minutes of —. I must hurry. Good-bye, my dear —."

— arrived at school just as the last — was —. — hurried in and gave the — to the —, who smiled at — and said, "Those are —, and I am so glad you were not —."

No. IV.

—'s father was very busy one day making a —.

"What are you going to do with this — after you have — it?" asked —.

"I shall keep it for your —, and you and me to take a — in," answered — father.

"Do you think it will be large enough?" asked —.

"I hope so."

"And can we go on the — with it?"

"That is just what it is for."

"May I help you, —?"

"You may try. Here is a —; now, let me see if you know how to —."

— took the — and began to —, but pretty soon he — one of his —.

"Oh! father, I think you had better make it by yourself; don't you?"

"Yes. But I thought I could let you find that out for yourself. There is an old saying, that 'Experience is the best —."

No. V.

The — was blowing —; the sky was —; the stars had all —.

Little — drew — — around —.

"Oh! will I ever get there?" — said. "I am so —; but then, poor little — is sick, and I must get to the doctor's and see if he will come with his good — that always helps us."

— quickened — steps, and then began to run. It was more than a mile to the —, but — scarcely stopped until — reached the — door and pulled the —.

"Why, who is this?" exclaimed a — voice. "I do believe it is little — from the Pines. Do come in and get —, and tell me what is wrong."

"Oh! little — is very sick, and mother wants you to come at once."

"Yes; but you must come in and — yourself while I get the — and —, and Mrs. — will give you a cup of hot —."

— was very glad to come in, and by the time the — came back and wrapped — up in warm — and tucked him in the —, — felt like a different —.

No. VI.

— and — were —. One day their — said to them, "Now, —, I am going to send you across the lake on an errand, but you must be very —."

The — felt very proud, for they had never been by themselves in the — before, though they both knew how to — very well. — jumped in first and seized the —. "I'll — going, and you may — coming back."

"Just the other way," said —, "for I mean to — going, and let you — coming back." — jumped into the boat, and tried to get the — from — —, but — would not give them up.

Their father was watching them from the —, and as they continued to —, he came to the side of the —.

"I am astonished at your —. You have both forfeited the right to be —, and I shall take the — and do the errand myself."

The — hung their heads, ashamed of their —, and each heartily wishing that — had given up to the other.

No. VII.

— was eating — — one day, when a — came along and began to watch — very earnestly.

It made — uncomfortable, for it seemed to — that the — wanted every mouthful.

At length — said, "If I give you one — will you go away and let me eat my — in peace?"

The — nodded assent, and — immediately gave — a —. After that — they expected the — to depart, but — still continued to — her.

"I don't intend to give you another —," — said, "for if I did it would be encouraging you in —;" then — determinedly went on with — — and tried not to notice the —.

The latter seemed to understand, and soon turned on — heel and went away, leaving — to eat the rest of — in peace.

Chest Development.

By Jessie H. Bancroft, Director of Physical Training, Brooklyn.

One of the typical physical defects of the school child is a contracted chest, with its accompanying lack of lung power. To increase his lung capacity, and to make habitual to him the full use of that capacity is a fundamental concern.

The kind of air to be breathed must first receive attention. The vitiated air of the school-room is as much a cause of undeveloped chests as improper positions and lack of exercise. Its introduction to the lungs must precede any specific exercise for chest expansion or for respiration. We have yet to see a system of ventilation that can secure enough pure air to the school-room to do away with the necessity of introducing it at intervals, especially for the exercise period, directly from without by means of open windows. So the first step in breathing exercises should be to

OPEN THE WINDOWS.

No matter how cold the weather, if the children are kept in motion by marching while the windows are open, these can be raised without any danger of taking cold.

Almost any school-room admits of some form of marching through the aisles, the serpentine form—up one aisle, down the next, up the next, etc.,—being the best, as this insures the continuous movement of all of the pupils at once, and of itself creates a circulation of the air.

The windows should be open at both the top and bottom during this march, and on cold days closed at the bottom; at least, as soon as the march ends. Only in the mildest weather should the children be allowed to stand still before an open window. The closing of the upper part of the window is a matter for the teacher's judgment to decide. As soon as the object is accomplished of exchanging the impure air for that which is clear and fresh, the exercises proper may be given.

TWO DISTINCT LINES OF WORK

are necessary for lung development: First, to enlarge the cavity of the chest itself by lifting the sternum and expanding the ribs; and, second, to increase the mobility of the chest—the ease with and extent to which it is emerged with each breath, so increasing the area of lung tissue used; for a large chest capacity does not necessarily mean a large lung capacity. One may have undeveloped or weak lungs in a chest capable of holding much larger organs—a small fire in a large furnace. To increase the fire in the furnace, one opens the dampers and creates more of a draft. To draw more air into the lungs not merely must the size of the chest be increased, but the range of the respiratory movements, inhalation being the suction created by the expansion of the chest walls.

Lung development means, therefore, to increase the permanent size of the chest cavity; next, the mobility of the chest walls; and, lastly, to establish the habit of using this increased room and power. Following are two

EXERCISES TO ENLARGE THE CHEST CAVITY.

I. Stand with the heels together and head erect. At the command, Hands on hips! Place! grasp firmly the hips with the fingers turn to the front, and the thumbs backward. From this position stretch the right arm sideways at shoulder level, with the palm turned down. Do this in one count, and return the hand to the hip on the second count. Repeat the movement through eight counts; then do the same exercise with the left arm through eight counts, and then with both together through eight or sixteen counts. The movements should be in brisk time, but on no account taken with a jerk. A steady stretch or pull should be the aim. Jerking movements are very injurious to the joints, especially for growing children. Remember throughout that the exercise is taken for the chest,

not for the arms. The chest should be lifted with every extension of the arms, and the head held erect throughout. Do not make the mistake of pushing the arms backward while they are extended. They should go straight to the side, not back of the lateral line. Such a backward movement exaggerates a tendency to throw the head forward during the exercise. If correctly taken, the exercise will help to cultivate a correct carriage of the head, and will also flatten the shoulder blades upon the back.

II. From the same position (hands on hips) and with the head held perfectly erect, stretch the arm upward to a vertical position with the palm turned in. Pull strongly and steadily upon the wrist and elbow, as the arm is raised, but do not sustain the position. Return the hand to the hip on the second count and repeat the counts as for the previous exercise—eight for the right arm, eight for the left, and eight or sixteen for both moving together. This upward extension of the arm draws the ribs upward and outward. By the direction of its force, the movement opposes the tendency of gravitation to impose upon a collapsed chest the weight of the shoulders, sternum, and head. In other words, an erect position is secured for the upper part of the body, at the same time that the depth of the chest is increased.

It is advised that the first exercise be used for several lessons before the second is attempted, as the accompanying fault of throwing the head forward will thus be much more easily controlled and corrected.

The lesson will be found to contain much more life and interest if all of the preliminaries (for the marching, etc.) be taken in prompt obedience to definite commands, as Class—Stand! Forward—March! Class—Halt! Such commands are well also for the exercises themselves, as Arm stretching, sideways, and right.—One! two! three! four! etc. Arm stretching upward, right. One! two! three! etc.



Breathing Exercises.

Dr. John L. Davis, of California, in an article published in Hall's "Journal of Health," suggests the following exercises as of great value in developing the lungs:

Standing as erect as possible, with shoulders thrown back and chest forward, the arms hanging close to the body, the head up, with lips firmly closed, inhalation is to be taken as slowly as may be; at the same time the extended arms are to be gradually raised, the back of the hands upward, until they closely approach each other above the head. The movement should be so regulated that the arms will be extended directly over the head at the moment the lungs are completely filled. This position should be maintained from five to thirty seconds before the reverse process is begun. As the arms are gradually lowered, the breath is exhaled slowly, so that the lungs shall be as nearly freed from breath as possible at the time the arms again reach the first position at the side.

By these movements the greatest expansion possible is reached, for upon inspiration the weight of the shoulders and pectoral muscles are lifted, allowing the thorax to expand fully, while upon exhalation, in lowering the arms, we utilize the additional force of the pressure upon the upper thorax to render expiration as complete as possible.

These deep respirations should be repeated five or six times, and the exercise gone through with several times a day.

It is hardly necessary to remark that the clothing must in no way interfere with the exercise.

In some cases this exercise is more advantageous when taken lying flat on the back, instead of standing. In this position the inspiratory muscles become rapidly strengthened by opposing the additional pressure exerted by the abdominal organs against the expanding lungs. And, on the other hand, expiration is more perfect and full on account of the pressure of these organs.

This is an exercise now advocated by several leading vocal teachers of Europe.

Greater New York Supplement

THE SCHOOL JOURNAL.

New York City Notes.

Report of Board of Education Meeting held October 23.

The "tempest in the tea-pot" over the alleged attempt to do away with the teaching of German in the public schools continues to rage. At the meeting of the board of education Wednesday 40 German societies presented petitions asking that the teaching of German be made compulsory in the schools, and that an assistant superintendent of German be appointed to take charge of this study. Commissioner Mack objected to the wording of the petitions, as insinuating that the board intends to take German out of the schools. "There has been no such move on the part of the board," said he. What the Germans specially object to is the proposition that no new classes in German shall be formed, except that the mother tongue of at least half the parents requesting the formation of such classes shall be other than German. The petitions, the proposed rule, and a further amendment that the superintendents may, in their discretion, form German classes without the required 50 per cent. of non-German petitioners, were referred to a joint committee composed of the committee on instruction and the committee on by-laws to report at the next meeting of the board.

For Public Access to Roof Play-Grounds.

A resolution directing the committee on buildings to provide elevator service to play grounds on the roofs of school buildings, so that the public may have access to such play grounds outside of school hours, was referred to the committee on buildings and the committee on instruction. Commissioner Peaslee, speaking for the resolution, said that five school buildings are now provided with roof play grounds. He thought the women and children near these buildings should have opportunity to use the play grounds during the summer months, and at other times when the schools are not in session; and that elevators outside the buildings, not connected in any way with their interiors, could easily be put up.

More New School Buildings.

The board of estimate and apportionment has approved the issue of bonds for \$53,906 for the proposed new school building on Fordham avenue, City Island; for \$233,000 for a new school building on the south side of 89th street, 200 feet east of Amsterdam avenue; for \$81,500 for a new school building on the east side of Andrews avenue and the north side of Burnside avenue; and for \$123,990 for a new school building on the south side of 141st street, 100 feet east of Brook avenue.

The finance committee reported favorably on appropriating \$244,900 for the proposed hall of the board of education, to be located on the southwest corner of Park avenue and 59th street. The board awarded the contract for building the new hall to Thomas Cochran & Son.

The board voted to lease the basement of Grace chapel, 104th street and Amsterdam avenue, for school purposes for the coming year, at a rental of \$3,500; also the Sunday-school room of the Methodist church, Mott avenue and 150th street, for \$3,000; and the Calvary Baptist church, 68th street, 100 feet east of the Boulevard, as an annex to P. S. No. 94.

Two More High Schools Wanted At Once.

A communication from the board of superintendents re-

commended that immediate steps be taken to open two additional new high schools in the city, in order to relieve the crowded condition of the upper classes in the grammar schools: "Several hundreds of pupils have not been admitted to the high school this year," said the communication, "because there is not room for them. The advanced classes have been continued in nearly all the grammar schools. Classes of beginners must be admitted in all the high schools in February, in order to relieve the congestion in the grammar schools; and this relief is one of the ends sought in establishing high schools. It is expected that four new buildings will be ready for the high schools about September, 1899; and to open three schools in 1897, with a contraction of the admissions in 1898, will seriously interrupt the natural and healthy development of the high school system. We therefore recommend that steps be taken forthwith, preparatory to the opening of two new high schools at as early a date as possible."

The superintendents further recommend that the boys' high school, temporarily located on West 13th street, be known as the "Clinton high school"; that the girls' high school be called the "Irving high school"; that the so-called mixed high school be known as the "Morris high school"; and that the new manual training school, to be erected on the east side of the city, north of 14th street, be known as the "Stuyvesant high school."

The superintendents also recommend the establishment of cooking classes in P. S. No. 28 and P. S. No. 76.

Appointments, Resignations, and Retirements.

The following were appointed special teachers of cooking for the year ending Oct. 1, 1898: At an annual salary of \$1,200: Ella Bayles, Louise C. Mariette, Ida McM. Austin; at an annual salary of \$1,000: Harriet Pond, Emma H. Crane, Edith A. Crommelin, Mary W. Wilson, Marion McA. Christie, Minnie Ihleheimer, Katharine R. Fisher, Nanette Nevins.

The following, nominated by the superintendents as special teachers of manual training, will be appointed at the next meeting of the board: Frances E. Ranscm, S. Grace Dean, Ida Teed, Isabelle Imrie, Jessie J. Kellogg.

These appointments were made in the evening high school for women: Agnes M. Dunne, bookkeeping; Mary C. Freeston and Mary L. Bishop, English grammar and composition; Margaret B. Wilson, chemistry; Eugenice C. Levie, arithmetic.

These teachers have resigned: Elizabeth L. Spillane, Grace F. Butler, Alice Wartzfelder, Mary C. Grady, Eva Phillips, Minnie C. Buehler, Mary I. Cotton.

These teachers were retired on annuities aggregating \$4,018 annually: Angelean Willet, Abby N. Beale, Emma V. Taylor, Adelia O'Rorke, Frederica B. Moran, Sarah A. Albro, Francis E. Hall. Commissioner Little said that \$78,921 is now being paid out in annuities to retired teachers, and that every additional teacher now retired cuts into the principal of the retirement fund.

A long list of teachers, nominated to preside at the piano in their several departments, at an addition of \$60, each to their regular salaries, was appointed. Regular teachers, so appointed, if nominated before Nov. 15, 1897, will be paid the additional salary from Sept. 1, 1897, to the date of their next appointment.

A large number of sites for new schools, passed upon by the board, remain unreported in the hands of Corporation Counsel Scott. The committee on sites announced that it would have a report from the corporation council at the next meeting or a good and sufficient reason for his delay in the matter.



A Group of Grammar School Principals of New York City.

1. J. F. Wright, G. S. No. 7.
2. M. H. Ray, G. S. No. 51.
3. Geo. W. Harrison, G. S. No. 40.
4. J. T. Maguire, G. S. No. 35.
5. Dr. F. R. Birkins, G. S. No. 10.
6. B. C. Magic, G. S. No. 18.
7. D. E. Gaddis, G. S. No. 54.
8. Philip O. Ryan, G. S. No. 99.
9. J. H. Grotecloss, Jr., G. S. No. 11.
10. T. B. Barringer, G. S. No. 52.
11. C. A. Kidd, G. S. No. 34.
12. Jas. G. Smith, G. S. No. 29.
13. J. Dwyer, G. S. No. 8.
14. J. H. Zabriskie, G. S. No. 16.
15. J. Walsh, G. S. No. 74.
16. C. C. Roberts, G. S. No. 27.
17. L. La Olney, G. S. No. 14.
18. E. A. Page, G. S. No. 27.
19. Wm. B. Friedberg, G. S. No. 95.
20. J. R. Pettigrew, G. S. No. 49.
21. Abner B. Holley, G. S. No. 46.
22. M. A. Birmingham, G. S. No. 21.
23. Wm. L. O'Shea, G. S. No. 75.
24. Wm. L. Ettinger, G. S. No. 2.
25. W. P. McCarthy, G. S. No. 101.
26. B. W. Purcell, G. S. No. 96.
27. J. F. Townley, G. S. No. 12.
28. Henry Cassidy, G. S. No. 5.
29. J. H. Wade, G. S. No. 23.
30. E. D. Clark, G. S. No. 60.
31. Wm. J. Kemand, G. S. No. 129.
32. T. Moore, G. S. No. 93.
33. Sam'l Morehouse, G. S. No. 44.
34. J. Casey, G. S. No. 83.
35. E. Childs, G. S. No. 90.
36. A. L. Whiteside, G. S. No. 69.
37. W. H. J. Sieberg, G. S. No. 43.
38. Alexander Morehouse, G. S. No. 20.
39. N. P. Beers, G. S. No. 15.
40. Wm. C. Hess, G. S. No. 19.
41. W. H. Dunn, G. S. No. 93.
42. Edgar Vanderbilt, G. S. No. 55.
43. Fred'k W. James, G. S. No. 58.
44. D. B. Frisbie, G. S. No. 4.

In accordance with the suggestion of Pres. Hubbell, of the board of education, that where pupils had applied for admission to schools which were full, they should be escorted by policemen to the nearest school, eleven policemen were detailed for this work on Monday. They reported at some of the east side schools at 8:30 A. M., escorted the children to the schools assigned, and at 3 o'clock in the afternoon, took them back again. The children were told to carry their lunch with them, as no escort was provided at noon.

In this way, 147 children were taken to school on Monday, the changes being made as follows:

Thirteen children were taken from the male department of No. 4, 203 Rivington street, three going to No. 140, at 116 Norfolk street, and ten to No. 79, at 38 First street. Sixty-four children were taken from school No. 7, at Chrystie and Hester streets, fourteen from the primary department to No. 136, at 70 Monroe street, six to school No. 4, at 203 Rivington street, three to No. 34, at 108 Broome street, fourteen to No. 10, at 344 East Fourteenth street, eighteen to No. 79, at 38 First street, and nine to No. 122, at Ninth street and First avenue. Six were taken from the male department of school No. 12, at 371 Madison street, two going to No. 22, at Stanton and Sheriff streets, and four to No. 34, at 108 Broome street. Six were taken from public school 140, at 116 Norfolk street, two to No. 12, at 371 Madison street, and three to No. 88, at 300 Rivington street. Seventeen were taken from public school 136, at 70 Monroe street, eight going to No. 12, at 371 Madison street, nine to No. 149, at 182 Cherry street. Ten were taken from public school 140, at 116 Norfolk street, two to No. 79, at 38 First street, four to No. 122, at Ninth street and First avenue, and four to No. 131, at 272 Second street. Thirty-one were taken from public school No. 161, at 105 Ludlow street, three to No. 25, at 330 Fifth street, two to No. 79, at 38 First street, and twenty-six to No. 122, at Ninth street and First avenue.

Good Work at P. S. No. 127.

A new kindergarten was opened last week in P. S. No. 127 West 37th street. The principal of the school is Mrs. C. American. Since she has had charge of the school the number of pupils has increased to over 1,000. The building has been remodeled and fitted up with all modern appliances. The school has had in successful operation during the past year a circulating library and a reading-room is now being fitted up for its pupils, in which they may remain certain days in the week and use the books of the library. It is a boast of Mrs. American that "no bad boy is ever turned away from No. 127."

Dr. Hunter's Reception.

Among the guests at the dinner given to Dr. Thomas Hunter, principal of the Normal college, at the Waldorf, last Saturday evening, were Mayor Strong, Controller Fitch, Asa Bird Gardiner, and Francis M. Scott. These were all graduated from Grammar school 35, by whose alumni the dinner was given, in the class of 1863. After the dinner, a loving cup was presented to Dr. Hunter, the presentation being made by Charles Putzel. The speakers were Mayor Strong; Charles Bulkley Hubbell, president of the board of education; Jacob W. Mack, chairman of the executive committee of Normal college; J. Edward Simmons, John Jasper, superintendent of schools; Arthur McMullin, secretary of the board of trustees of Normal college; William G. McCormack, and Thomas Boise.

After the close of the addresses, Dr. George W. Fowler presented Dr. Hunter with a rattan, with the inscription: "From the boys on whom you used it." Dr. Hunter made a short speech, thanking his former pupils for the honor shown.

Normal College Associate Alumnae.

The Committees on Child Study and Kindergarten of the Association Alumnae, Normal college announce the following program for the season of 1897-8. The meetings will be held in Lecture room B, Normal college, at 4 p. m. Second Tues. in Nov., topic, "Carrying the Kindergarten into the Grammar School." Discussion, Dr. F. Monteser. First Tues. in Dec., topic, "Illiteracy: Causes and Cures." Discussion, Prof. Percival Chubb. First Tues. in Jan., topic, "Music and the Child;" Sarah Eliot Newman. Vocal and Musical Illustrations. Discussion. First Thur. in Feb., topic, "Growth," Dr. Franz Boas. First Thur. in March, topic, "Fingers and Thumbs." Discussion, Dr. Edgar Dubs Shimer. First Thur. in April, topic, "Reports on the Obedience of Children." Harriet H. Keith, Dr. Hannah DeMilt, Dr. Mary H. Nolen. Second Thur. in May, topic, "Reports of the Work of the Round Tables," Mrs. Morris Cooper, Dr. Emily Ida Conant. A meeting of the Committee on Child Study will be held on the second Tuesday of the months from October to June, for the purpose of classifying data received from mothers, teachers, and students in the college. The meetings in October and June are also for the transaction of business. The Mothers' Round Table will be conducted by Mrs. Morris Cooper. It will meet twice a month from November to May inclusive, at the Normal college. Dr. Merrill has consented to speak at the first meeting on "The Selection of a School," Tuesday, October 19th, at 2:30 p. m. All communications, including answers to questions on the topic "Obedience," should be addressed to the Chairman of the Child Study Committee, Normal college.

Brooklyn Teachers' Association's Courses for Teachers.

The Brooklyn Teachers' Association offers its members eight courses of study during the present season. They are 1, Principals of Education; 2, Methods of Teaching; 3, Psychology; 4, Reading Circles on Pedagogical Subjects; 5, German; 6, French; 7, Latin; and 8, Greek. The courses in 1 will consist of five lessons each specially adapted to teachers preparing for examinations leading to "A" and "Head of Department" certificates. Course 3 is also specially helpful to such teachers. Course 2 includes instruction in methods of teaching arithmetic, algebra, conventional geometry, business forms, supplementary reading, nature study, geography, and science, hygiene, and many other subjects. Course 4 includes psychology, methods, and the history of education. Courses 5, 6, 7, and 8 are special courses for which an extra fee is charged. Course 3 consists of ten lectures, the fee for which is \$1. Courses 5, 6, 7, and 8 consist of ten lectures each, the fee being 50 cents.

James J. McCabe, of P. S. No. 24, is chairman of the committee on lectures and studies and will furnish more detailed information on application.

Progress in Twenty-five Years.

"What has been lost and what has been gained during the last quarter of a century in the art of teaching?" was the subject discussed at the meeting held at 174 Montague street, Brooklyn, October 13. The meeting was under the auspices of the Brooklyn Institute of Arts and Sciences and the speakers were William L. Felter, Principal of Grammar School No. 15; Elmer Poulsen, Principal of Grammar School No. 2; T. B. S. Imlay, Principal of Grammar School No. 72, and A. G. Merwin, Principal of Grammar School No. 74. Mr. Poulsen in treating the subject from the scientific side deplored the tendency of school children to depend too much on the teacher. He asked the teachers present to aid their pupils to learn greater reliance upon self, since only good could result from such a course. Mr. Merwin spoke of the methods of teaching language. In Grammar there had been considerable gain in the last twenty-five years, but in reading there had been a loss, while in spelling the gain and loss had been about the same.

Mr. Felter, the first speaker, treated the subject historically, comparing the methods in vogue a quarter of a century ago with those of to-day. Mr. Imlay considered the side of geography.

Are Women Too Strict Disciplinarians?

How may we best protect and develop the individuality of our pupils?" was discussed by the New York Suburban Educational Council at its meeting in the New York University Building Saturday. A great variety of opinions were presented, the most striking being a statement by Principal Baker of the Yonkers high school that to the very large percentage of women employed as grade teachers is due much of the lack of self-government shown by the pupils when they reach the high schools, and their consequent inability to guide themselves and to think for themselves.

Men teachers, he said, allowed more freedom and consequently more opportunity for individual development. There should be more men, teaching as grade teachers, and salaries high enough should be paid to attract them to the work. Principal Baker's view was combatted by Principal D. A. Preston, and altogether enough variety of opinion was presented to show that, although those present had gone through the public school mill, their individuality had not apparently suffered thereby. The following were elected as an executive committee for the coming year: James M. Grimes, Mt. Vernon; I. E. Young, Mt. Vernon; D. A. Preston, Brooklyn; J. F. Quigley, Long Island City; Superintendent Shearer, Elizabeth; C. E. Morse, East Orange; J. F. Lowe, Tottenville.

The Most Powerful Magnet.

A wonderful electro-magnet was made, several years ago at Willet's Point, New York, by Captain King, of the United States Army. An old gun sixteen feet long was wound with ten miles of copper wire and connected with a powerful battery. Some of the effects of its great attractive power were peculiar. A cannon ball instead of going away from the mouth of the old gun, leaped toward it. The lifting power was twenty-two tons making this the most powerful magnet in the world.

If a man were placed about a foot from the gun and the current turned on, iron spikes would attach themselves to him so that he bristled like a porcupine. Cannon balls would hang upon him without his lifting them at all, for the magnet simply worked through him. As he walked farther from the gun, the pieces of iron would fall from his body because the magnet no longer worked as he moved out of its range.

Female Assistants Get their Demands.

The Association of Female Assistants in Mixed Grammar Departments is no more. The purpose for which this association was formed—that of having the salaries of such assistants made the same as the salaries of female assistants in male grammar departments—having been accomplished by the new salary schedule, which goes into effect next January, the association has concluded to go out of existence. Most of its members have joined the Association of Female Assistants in Grammar Departments of which Miss Alida Williams is president.

Brooklyn Teachers' Association.

Brooklyn Teachers' Association, Brooklyn.—The annual meeting was held at the girls' high school, Oct. 18. About 4,000 people were present. The president, Dr. Walter B. Gunnison, principal of the Erasmus Hall High School, delivered his annual address. He said in part:

"The year that has passed has been a fruitful one in our history. Our membership has leaped from 2,200 to 2,600, the aggregate attendance at lectures and classes, from 14,000 to 25,000. A series of grade meetings on a scale never before attempted has had an attendance at each meeting of more than one-half of all the teachers in the city; 2,000 or 2,500 parents have shown their willingness to co-operate with the teachers in discussing matters of mutual advantage at each of the parents' meetings. The association, through its committees, took an active part in the discussion of the consolidation of our school systems, and it has the satisfaction of knowing that its efforts in this line were crowned with success. The work of the association has increased in definiteness of aim and in professional character every year of its existence. Starting twenty-four years ago, with aims largely social, or at least general, we have gradually evolved a system which means serious and definite study as the most important part of our work.

"There is no more important fact for us as teachers to fully realize than that, if we would reach our fullest development, our lives must be devoted to constant and persistent study and observation. The moment we cease to acquire and to grow, just that moment we, too, commence to fall behind. The teacher who feels that she has discovered at last the only true way to present her subject, and that she can, therefore, cease to look and to strive for something better, has reached the point of her greatest danger, and, unless she sees promptly some great light, which will inspire her to renewed effort, she will soon take her place with the incompetents that cumber every system.

This association is an inspiration to its members to constant intellectual effort. It furnishes the only opportunity whereby the many units of influence and experience can be collected and made effective. No matter of professional interest has ever been espoused by this association with enthusiasm and reasonable unanimity but has at once commanded the respect, and usually the endorsement of the public.

"The schools of our city are, from time to time, beset with plans and schemes, which, if carried out, would divert and weaken them; and teachers should stand as a bulwark through its organization against these. The promoters of these fads, if opposed by the teachers, are ready to raise the cry, that teachers are hired to teach, and not to give opinions as to methods suggested by educational or state legislatures. Too often, I regret to say, this cry is caught up by the press of the city, but I affirm that there is no more solemn duty and obligation upon the teachers of this city than that they stand up fearlessly and oppose all legislation which seems to be of injury to our schools. In doing this, they can be assured of the indorsement and the gratitude of the community. The honest and unanimous verdict of this association should have more weight upon strictly professional questions than any that can be obtained from any source or from all sources. This association has rarely faltered when occasions have arisen in the past for its positive and definite action, and its action has been felt.

"Our past has been one of achievement; it is for us to determine whether, with aims ever higher, with opportunities increasingly superior, we maintain our even and upward progress."

Dr. Gunnison was followed by Mayor Wurster, who referred to the recent action of the board in increasing the salaries of primary teachers. "The teachers of the youngest children have the first opportunity to mold their minds and give the proper direction to the development of the mental qualities upon which the whole of afterlife depends. They should be the best instead of the poorest paid." Mayor Wurster reminded the association that Brooklyn's educational affairs would be managed under the same system in the future, although the new school board of the borough would supersede the present board of education.

MR. SWANSTROM'S ADDRESS.

Mr. J. Edward Swanstrom, president of the board of education, spent his summer studying the school system of Sweden. In his address he described its workings, paying particular attention to the method of teaching manual training.

"Industrial training is the crowning glory of the public school system of Sweden. It pervades the whole system, it forms a part of the program of studies in every school, the people believe in it thoroughly and professional educators set the highest value upon it as an educational medium. The elementary subjects of study are not neglected, but manual training or 'sloyd' as they call it over there, is so interwoven with them that each may be said to supplement and strengthen the

other and scientifically combined they operate to produce the best sort of development in the child."

Mr. Swanstrom hoped that the day is not far distant when manual training as taught in Sweden will be a part of the education of all our boys and girls.

MR. MAXWELL SPEAKS OF PROGRESS.

Superintendent Maxwell's address gave some interesting facts concerning the progress of the Brooklyn schools during the last few years. The Teachers' Association has been a large factor in this progress, by cultivating a professional spirit and affording teachers a means of self-improvement.

The current year was cited as an illustration of the sign of the schools. The children of the city are more fully accommodated than ever before. Another improvement is the decoration of the classrooms. The work in physical culture has been extended, and not only are free exercises performed in the class rooms with more benefit to pupils than ever before, but in many schools children's sight and hearing is better tested, and they are being systematically taught how to play.

Perhaps the greatest advance is the establishment of fourteen kindergartens. While the number of children trained in the kindergartens must be limited on account of expense, the influence which the kindergarten will exert throughout the school system is without limit.

MR. MCKELWAY PRAISES BROOKLYN.

Mr. St. Clair McKelway in speaking of the Brooklyn school system said it is not an ideal system, but it is better than any idealist has proposed for Brooklyn. The city is not a creation, but a growth, and the school system has grown with its growth and strengthened with its strength till it has become inwrought with its life. It is of systems as of men and women,—"by their fruits ye shall know them," and by those fruits none need be ashamed of Brooklyn's system of public schools.

Teachers' Meetings In and About Greater New York.

Oct. 25.—Association of Female Assistants in the grammar department, City college, at 4 P. M.

Oct. 29.—Teachers' Co-operative Building and Loan Association, Bloomingdale hall, East 60th street, New York city, at 4 P. M.

Nov. 6.—Westchester County Teachers' Association, Union school building, Dobbs Ferry, 10 A. M.

Nov. 8.—Association of Primary Principals, City college.

Obituary Notes.

Mr. Emerson W. Keyes, who was for fifteen years the chief clerk in the office of the superintendent of public instruction in Brooklyn, died Oct. 17. Previous to his graduation from the normal school at Albany, in 1848, Mr. Keyes had taught in a district school in Chautauqua county. He was connected with the school in Nashville, and afterward taught in the western part of Pennsylvania.



Coming to New York, in 1856, Prof. Keyes devoted a year to teaching in evening schools. The next year he was appointed deputy superintendent of the state department of public instruction, which he held for seven years, and was promoted to the superintendent's place. The final eight years of his life were spent in the Brooklyn department of instruction.

Supt. Maxwell said of Mr. Keyes: "For fifteen years he held the position of chief clerk in the office of the superintendent of public instruction, and was the trusted confidential advisor of my predecessor and myself. His long experience as an educator—as a teacher, and as an administrator in the state department of public instruction—his profound knowledge of law, his experience of life, his literary ability, all fitted

him admirably for the duties of this position. Had fortune favored him, his talents were such that he might have reached any rank in the profession of law or discharged the duties of any official position. His services to the board of education as an adviser on questions of a legal and quasi-legal character, and his carefulness in the discharge of the duties intrusted to his care—neglect in which might easily have led to the wasting of many thousands of dollars annually—cannot be over estimated. Every one in this office feels his death as a personal loss. We looked upon him as one to whom we could always go for wise counsel in times of perplexity. I rejoice now that the relations between Mr. Keyes and myself ever since I first knew him, fifteen years ago, were those of unbroken friendship, unmarred by a single harsh word or a single unkind thought."

Prof. Charles Edwards Colby, of Columbian university, died in this city October 15, of Bright's disease. Prof. Colby was born at Lawrence, Massachusetts, in 1855. He obtained his early education at grammar school, No. 35, on Thirteenth street. He was graduated from Columbia university in civil engineering in 1877, and became associate professor of analytical chemistry in the college. He was made professor of organic chemistry in 1889, a position which held until his death.

Through his writings on scientific subjects Prof. Colby's reputation is international and he was a member of the National Chemical Societies of France and Germany. He was the author of valuable papers bearing upon difficult chemical problems and he has made several valuable discoveries in chemistry.

Brooklyn.—Prof. Nelson Sizer, the scientist and phrenologist, died Oct. 18, at the age of eighty-six years. He was the author of "Choice of Pursuits," "How to Teach," "Forty Years in Phrenology," and other works.

In and About Greater New York.

New York City.—The evening classes of the New York Trade school began their winter session Oct. 18, at the school building on First avenue and Sixty-seventh street. Over 200 were enrolled, and the attendance this year will be greater than ever before. To accommodate young men who are employed at their trade during the day, instruction in drawing has been made a feature of the school. Besides drawing, the course includes brick laying, plastering, plumbing, carpentry, electrical work, house painting, stone cutting, fresco painting, blacksmith's work, printing, sign painting, sheet-metal cornice work, and drawing.

A meeting of the society for the comparative study of pedagogy was held Monday evening, Oct. 18. Officers for the coming year were elected, and a paper was read by Prof. Buchner.

The School of Pedagogy has, within a fortnight received a contribution of \$2,500 for the endowment fund. The gift was made by the wife of a prominent business man of the city.

Five courses of ten lectures will be commenced under the auspices of the Cathedral Library university, the second week in November. Two courses in psychology will be conducted by Dr. Joseph H. McMahon, of the cathedral and by Dr. E. A. Pace, of the Catholic university, Washington. A third course on this subject will be given later on by Dr. Edmund T. Shanahan, of the Catholic university. A course in the early history of Christianity has been proposed but the lecturers for this course have not been selected.

The Teachers' Co-operative Association of East Sixtieth street will hold an appropriation sale October 29. The association is to be enrolled in the Metropolitan League.

Plans are being made at Columbia university to extend the opportunities for public school teachers to study their profession. It is hoped that, within a few months, the courses in education will be increased in number, and the enlarged psychological equipment will be ready for use in this work. The lectures on "The Principles of Education," now being given by Commissioner W. T. Harris are free to public school teachers. Saturday morning classes are in operation, and for the convenience of teachers, the lectures on the science of education are given at a late hour in the afternoon.

A course of lectures in connection with the Evening high school for women will be started October 23. The lectures will treat of physical culture, domestic economy, science and travel from the woman's standpoint.

St. Patrick's parochial school, at Fort Hamilton, has been presented with a flag, by Devin Post, G. A. R. The presentation was made by Col. M. C. Cummings, past commander of the post and the flag was received, on behalf of the school, by the Rev. J. J. Brosnan, of St. Francis Xavier's church, this city. Several

short speeches were made, after which the children sang "My Country 'Tis of Thee," "Red, White and Blue," "Star Spangled Banner," and "Holy God, We Praise Thy Name."

The New York board of health has been for some time considering the question of the disinfection of school books. The matter has been referred to Dr. Herman Biggs, the bacteriologist of the board, who was to report to the board at the next meeting.

A new flag was presented to the grammar department of public school No. 76, corner of Sixty-eighth and Lenox streets, Oct. 18, by Mr. Charles A. Stadler.

A large delegation of New York teachers attended the lecture of Prof. F. W. Osborn, of Adelphi college, given under the auspices of the Brooklyn Institute. Taking for his subject "Some Recent Aspects of Child Study," Prof. Osborn showed the improvements in pedagogy and child study, approving the present departure from the practice of treating all children alike. He showed how a bright child improperly treated often becomes dull, while an apparently stupid child educated scientifically might prove a really talented man or women.

Evening high school No. 1 opened October 12 with the largest attendance in its history, 150 more than in any previous year. The regular work of the term was started, after a short address had been given to the pupils by Dr. James Cruikshank, the principal.

Jamaica, L. I.—The school taxes have hitherto been collected in all districts in advance. In the future the New York method will be adopted, and the expenditures for next year will be collected in 1899, the current expenses being met by tax certificates. The school affairs of this borough are to be under the care of a superintendent and two or more assistants. The borough board will attend to the payment of teachers and furnishing supplies. All school district boundary lines are to be abolished. An effort is to be made to secure the appointment of Dr. James S. Cooley, school commissioner of the second district, as superintendent.

Newark, N. J.—The parents of children attending the Thompson school near this city have been seeking legal advice as to some method of getting rid of a colored child in attendance. The state constitution requires separate schools, but as there is none for the boy to attend the commissioners insist that he remain where he is. Some of the parents took their children out of the school, but as they have accomplished nothing by their action, the children have returned. Lawyers have given the parents but little encouragement in their fight.

Jersey City, N. J.—The corner stone of the parochial school of Aloysius parish, on West Side avenue, was laid Oct. 17, Bishop Wigger, of Newark, officiating. The oration was by the Rev. James J. Sheehan, of Newark. The building will be three stories high, costing \$20,000. The basement will be fitted with bowling alleys and a billiard-room, and the assembly-room, will be used as a church for a time.

Plainfield, N. J.—Schools opened September 7 with a full attendance. Five new class-rooms have been opened. In the high school, there is an entering class of 74. A new course of study with a four years' commercial course has been adopted and Mr. Geo. W. Sanford has been engaged to teach the commercial branches. Mr. A. B. Meredith, of Peekskill, assumes charge of the science department. Mr. H. M. Maxon is the superintendent of schools.

Two years ago Mr. W. J. Shearer resigned the superintendency of the city of New Castle, Pa., and accepted a similar position in Elizabeth, N. J., to which position he was unanimously elected. Last year the board of education showed appreciation of his services by again electing him unanimously, and by increasing his salary \$500. This year the board has set an example to other boards by making the term as long as the law of the state would allow, and by unanimously re-electing him for a term of three years with another increase in salary.

When Mr. Shearer went to Elizabeth, many educators prophesied certain failure, as the conditions in that city were very unfavorable to any progressive movement. While it is not reasonable to expect that a city of fifty thousand could be suddenly transformed, the changes for the better have been so many and marked that pupils flocked from the private schools, and at the end of the last year three were closed, because their former pupils had entered the public schools.

Soon after taking charge, Mr. Shearer put in operation his plan of grading and promoting, which was described in *The School Journal*. Since his article on the "Lock-Step in the Public Schools" appeared in the "Atlantic Monthly" many boards of education have demanded its introduction. Dayton, O., and other cities have asked Mr. Shearer's assistance in putting the plan in operation.

Washington Irving and Tappan Zee.

A Bit of New York State History.

By J. Irving Gorton, Supt. of Schools, Sing Sing, N. Y.

The last years of Irving's life were passed in the little cottage on the Hudson, a short distance below Tarrytown, which he called Sunnyside. The house is a small Dutch-gabled structure of light stone, built close by the bank of the river, which broadens here into the lake-like expanse, called the Tappan Zee, or Tappan sea, as Irving loved to call it. The Tappan sea extends some eighteen miles in length, from Hastings to Verplanck's Point, and is at the broadest part some four miles wide.

On the shores of the Tappan sea occurred some of the momentous events of the revolutionary war. Near its northwestern extremity is Stony Point, the scene of the brilliant exploit of a handful of Americans under Mad Anthony Wayne. Here was a strong British fort, well equipped with heavy cannon, and garrisoned by 600 men. At about one o'clock, so the story goes, on the morning of July 16, 1779, Wayne's soldiers advanced to the attack, and, although repelled by "a tremendous fire of grape shot and musketry," captured fort and garrison at the point of the bayonet, without firing a single gun. The result of the attack was the temporary checking of the expedition up the Hudson which Henry Clinton had planned.

Six miles below Stony Point, near the village of Haverstraw, at Croton Point, is the spot where, on the night of Sept. 21, 1780, the British spy, John André, held a conference with the traitor, Benedict Arnold, to make arrangements for the surrender of West Point to the British, which was under Arnold's command. Three miles nearer Stony Point was the house of Joshua Hett Smith, where André was hidden during the remainder of the night, and the following day. André had intended to go on board the British sloop of war *Vulture*, which had come up to await him, and lay at anchor in the river, but early on the morning of the 22nd a party of Americans dragged guns to the extremity of Croton Point, opened fire upon the vessel, and compelled her to drop down the river, out of reach of cannon shot. She returned at nightfall, but Smith, who had agreed to take André on board, frightened at the morning's cannonade, now refused to do so; so that André was obliged to cross the river and descend on the eastern side. The next morning André was taken prisoner at a point now within the village of Tarrytown, by Paulding, Williams, and Van Wart. He offered \$50,000 for his release, but their patriotism was proof against temptation, and his trial and condemnation followed. He was hanged as a spy, at Tappan, nearly opposite Sunnyside. A monument to his memory was twice erected. The first time it was wrecked by a blast of gunpowder; the second time the foundation was wholly destroyed and the monument overthrown, the people seeming to consider their home as no fit spot whereon to commemorate the virtues of a foreign spy.

Near the southwestern extremity of Tappan bay is the village of Dobbs Ferry. At the lower edge of the village stands a spacious mansion, the rear part of which dates back to colonial times, and was frequently occupied by Washington as headquarters. At the roadside near this a granite monument, erected by the Sons of the American Revolution, commemorates four events. The first inscription reads as follows: "Here, July 6, 1781, the French allies, under Rochambeau, joined the American army." Other inscriptions state that here, August 14, 1781, Washington planned the Yorktown campaign; here, May, 1783, Washington and Sir Guy Carleton arranged for the evacuation of American soil by the British; and "opposite this point, May 8, 1783, a British sloop of war fired seventeen guns, in honor of the American commander-in-chief,

the first salute by Great Britain to the United States of America."

Irving has made the eastern shore of the Tappan sea classic ground. In the "Church of Wolfert's Roost," "Sleepy Hollow," "Knickerbocker History of New York," "The Storm Ship," and the "Legend of Sleepy Hollow" he delights to dwell upon its lovely scenery, and to deck its charming hills with incidents of history or tradition.

Geography of New York State. II.

By W. E. Gordon, Patchogue, L. I.

Having roughly located the prominent elevations and slopes in our state, we can approach the study of the drainage that is the internal lakes and rivers intelligently. And here let me say as we are about to study the drainage of our state that this is the main idea to be kept in view. It will be confusing to the pupil in this place and will defeat our purpose somewhat, if, in connection with drainage, we give him too many items of interest concerning the lakes and rivers which we may name. It is the idea of drainage, we should keep constantly before the child.

If the teacher has not already done so, it would be well for her to give a short talk to the class upon how things in geography get their names. Tell the pupils that when men go into a country that is new to them and has never before been explored they name the objects that they see—the hills, mountains, lakes, rivers, etc. Sometimes they name them after the one who first sees them, sometimes after their friends, sometimes after great men, sometimes after something which they fancy the object resembles, and sometimes after the names which the savages had already given them. Examples of these can be found in every locality.

Review the class in what they have already learned about water, calling attention to the fact that off from a slope in a rainstorm not one stream alone flows but many, some of them uniting before they reach the bottom of the slope to form one large stream, and all of them more or less rapidly wearing away the slope, and carrying the material to lower levels. Call attention to the fact that slopes differ in steepness and that streams from a steep slope are swifter, shorter, and straighter than from a gradual slope.

The molding board with an outline of the state upon it should now be brought in, and under the direction of the teacher the Adirondacks and the Highlands and Catskills should be placed upon it—the teacher telling the pupils that the Adirondacks are nearer Lake Champlain than Lake Ontario and that the Highlands and Catskills are nearer the Atlantic ocean than Lake Ontario.

Tell the pupils that a river, called the Hudson, starts on the south side of the Adirondacks and flows almost directly south to the Atlantic ocean, and that to get to the ocean it has to cut directly across the Highlands. Tell them that there is another river, the Mohawk, starting on the southwest side of the Adirondacks running eastward between them and the Catskills, and emptying into the Hudson.

Upon an outline map in the hands of each pupil have the mountains above named and these two rivers drawn and their names written upon them. Tell briefly how they received their names.

Then taking the drainage of the Adirondacks on the east into Lake Champlain, give the names of at least two of the rivers—the Au Sable and the Saranac. Following westward give a few of the rivers that flow from the northwest and west slope—Salmon, St. Regis, Racket, Grass, Oswegatchie, Black. From the south slope into the Mohawk are no streams worth mentioning except West Canada creek.

(To be continued.)

Directory of Educational Associations.

An effort has been made to give in the following directory the names of all educational associations in the Metropolitan district. Readers knowing of any association omitted in this list are requested to notify the editor giving name, officers, and number of members.

Teachers' Associations.

New York State Teachers' Association.—Pres., Dr. James Lee, assistant superintendent of school, New York city; secretary, Prin. Schuyler F. Herron, Elizabethtown; treas., Prin. S. McKee Smith, Chatham.

NEW YORK CITY.

New York City Teachers' Association.—Elijah D. Clark, Pres.; Miss Henrietta Woodman, Cor. Sec.; Henry M. Farrell, Rec. Sec. Meets at City College 3d Tuesdays. 2,500 members.

New York Schoolmasters' Club.—St. Denis Hotel, Org. 1890. 150 members. Thos. S. O'Brien, Pres.; Chas. A. Dorsey, Sec., 81 Adelphia st., Brooklyn.

New York Society of Pedagogy.—Madison av. and 85th st. Org. 1889. 1,200 members. Edward A. Page, Pres.; Miss Hester A. Roberts, Cor. Sec.; John W. Davis, Rec. Sec.; Herman C. Boehme, chairman membership committee.

Teachers' Mutual Life Assurance Association. Henry C. Litchfield, Pres.; Samuel McC. Crosby, Sec., E. 96th st. cor. Lexington av.

Teachers' Mutual Aid Society.—Dr. John P. Conroy, Pres.; Dr. R. B. Keyser, G. S. No. 3.

Association of Primary Principals.—Miss Josephine E. Rogers, Pres.; Miss S. E. Buckbee, Sec.

The "Emile."—Joseph A. Fripp, Pres.; Emanuel A. Wahl, Rec. Sec.

Association of Female Assistants in Grammar Departments.—Miss Alida S. Williams, Pres.; Miss Mary W. Hatch, Cor. Sec.

Primary Teachers' Association.—Miss Mary A. McGovern, Pres.; Mrs. J. E. Archer, Sec.

Mutual Benefit Association.—Principal Dubois B. Frisbee, G. S. No. 4, Pres.; Abner B. Holley, G. S. No. 46, Rec. Sec.

Association of Female Assistants in Mixed Schools.—Miss Mary E. Thurber, G. S. No. 85, Pres.

Male Teachers' Association.—Edwin E. Daniels, G. S. No. 87, Pres.

Teachers' Building and Loan Association of New York City.—David E. Gaddis, G. S. 54, Pres.; Samuel McC. Crosby, G. S. No. 86, Treas.; A. D. Stratton, G. S. No. 4, Sec. 1,000 members. Shares \$240 each, assets, \$556,450. New Series opens each year in April and October.

Association of Female Principals of Grammar Departments of the City of New York.—Miss Montfort, G. S. N. 57, Pres.

New York University Society for Child Study.—Jas. P. Haney, M. D., Pres.; Miriam Wheeler, Sec.

Alpha Round Table, University Society for Child Study.—Ella Keith, Leader.

Society for the Comparative Study of Pedagogy.—Dr. Samuel Weir, School of Pedagogy, Pres.; Dr. F. Monteser, School of Pedagogy, Secretary.

Teachers' Co-operative Building and Loan Association of the City of New York.—Joseph G. Furey, G. S. No. 40, Pres.; Magnus Gross, G. S. No. 6, Sec.; James M. Kieran, G. S. 81, Treas. Members, 641.

3ROOKLYN.

Brooklyn Principals' Association.—65 members. Calvin Patterson, Pres., Girls' High School; James J. McCabe, Sec.,

Brooklyn Teacher's Aid Association.—W. M. Jelliffe, Pres. 196 ixth av.; Jas. Cruikshank, Treas.; Grace C. Wilson, Sec.

Brooklyn Teachers' Association.—2,300 members. Walter B. Gunnison, Pres.; Emma A. Keeler, Sec., P. S. No. 26, Gates av., near Ralph.

Brooklyn Teachers' Life Assurance Association.—1,557 members. Charles E. Tuthill, Pres.; Leonard B. Dunkly, Treas.; Mary B. Hart, Sec., 395 Cumberland st.

Heads of Departments Association.—Miss Susan H. Wilkins, Pres.; Miss Adelaide A. Philips, Treas.; Miss Kate E. Turner, Cor. Sec., 472 Quincy st.

Association of Normal Graduates.—John H. Harris, 472 Sixth Street, Brooklyn, N. Y., Sec.

NEW JERSEY.

Schoolmasters' League of New Jersey.—George H. Linsley Jersey City, Pres.; Edwin Shepard, Newark, Vice-Pres.

JERSEY CITY.

The Teachers' Club.—Miss Lydia K. Ennis, Pres.

The Male Principals' Association. Geo. H. Linsley, Pres.

The Primary Teachers' Association.

Jersey City Teachers' Association for Principals and Teachers. 302 members. Chas. S. Haskell, Pres. The Life Assurance Department has 305 members. This is managed on the assessment plan.

NEWARK, N. J.

Principals' Association.—Edwin Shepard, Pres.; Clarence M. Giffin, Sec. Membership 40 Meets once each month, the 4th Wednesday.

This association is very much alive. The meetings are well attended. Though the membership is not large this association is an educational power in Newark.

Vice Principals' Association.—Miss Jane E. Allen, Pres.; Miss Eunice McLeod, Sec. Membership 23. Meets once each month.

Teachers' Guild.—Miss Sara A. Fawcett, Pres.; Miss Jessie K. Doremus, Sec. Meets once each month. Membership about 500.

Other Educational Associations.

NEW YORK CITY.

New York Trade School.—1st av., 68th and 69th sts. Org. 1881. 507 students. R. Fulton Cutting, Pres.; H. V. Brill, Man. Progressive Club.—229 E. 19th st. Org. 1884. 90 members. Object, classes for self improvement. Mrs. Henry Marquand, Pres.; Miss K. Walsh, Sec., 229 E. 19th st.

New York Kindergarten Association.—105 E. 22d st. Hamilton W. Mabie, Pres.; Daniel S. Remsen, Sec.

Neighborhood Guild.—26 Delancy st. Org. 1887. 2,000 members. Object same as University Settlement Society. Henry J. Rode, Sec.

New York Genealogical and Biographical Society. 226 W. 58th st. Org. 1869. 360 members. James Grant Wilson, Pres.; Thos. G. Evans Sec.; Richard H. Greene, Librarian.

New York Society for Prevention of Cruelty to Children.—297 4th av. Elbridge T. Gerry, Pres.; E. Fellows Jenkins, Sec.

New York Zoological Society.—214 Broadway. Andrew H. Green, Pres.; Madison Grant, Sec.

Society for the Prevention of Crime.—205 E. 22d st. Chas H. Parkhurst, Pres.; Thaddeus D. Kenneson, Sec.

Society for Psychical Research (New York Section)—Org. 1890. J. H. Hyslop, Vice-Pres. and Sec., Columbia College, N. Y.

University Settlement Society.—26 Delancy st. Org. 1892. 500 members. Object, to bring men and women of education into close relations with the laboring classes for their mutual benefit. Seth Low, Pres.; Lester W. Clark, Sec.

University and School Extension.—Jas. W. Alexander, Pres.; M. J. Elgas, Sec., 121 W. 87th st.; Geo. Foster Peabody, Treas.

Children's Aid Society.—D. Willis James, Pres.; Charles E. Whitehead, Vice-Pres.; Charles Loring Brace, Sec., 105 East 22d st.

American Kindergarten Society.—70 Fifth av. Miss Emily M. Coe, Pres.; Miss Emily D. Elton, Sec.

Associate Alumni of the College of the City of New York.—John Weldon, Jr., Secretary, 133 Lexington av.

Associate Alumnae of the Normal College of the City of New York.—Park av. and 68th st. Org. 1871. 1,575 members. Dr. Mary Augusta Requa, Pres.; Blanche H. Arnold, Sec.

City College Club.—133 Lexington av. Organized 1890. 200 members. Alex. P. Ketcham, Pres.; James C. Byrne, 133 Lexington av.

Educational Alliance.—197 E. Broadway. Isidor Strauss, Pres.; F. Speigelberg, Sec.

College Settlement.—95 Rivington st. Org. 1889. Mrs. C. B. Spaler, Pres.; Mrs. S. T. Johnson, Sec., 80 Park st., Montclair, N. J.

Girls' Club and Industrial Home.—208 E. 14th st., A. W. Dennett, Pres.; S. E. Furey, Sec.

American Geographical Society.—11 West 29th st.

Art Students League.—215 West 57th st., Bryson Burroughs, Pres. Board of Control; Ethel Jarvis, Cor. Sec.

Association for the Improved Instruction of Deaf Mutes.—912 Lexington av.

Cooper Union, for the Advancement of Science and Art.—8th st., and 4th av.

Natural Science Association.—114 5th av.

New York Academy of Science.—41 East 49th st.

New York Historical Society.—170 2nd av.

Scientific Alliance of New York.—41 East 49th st.

Society for Ethical Culture.—669 Madison av.

Society for Instruction in First Aid to the Injured.—10; East 22nd st.

Society for the Reformation of Juvenile Delinquents.—Randall's Island.

New York Association of Sewing Schools.—Mrs. Richard Irvin, Pres., Miss H. S. Sackett, Sec.

BROOKLYN.

Froebel Society.—110 members. Mrs. Sadie W. Taylor, 316 Clifton place. Pres.; Mrs. C. Williams, Sec.; Mrs. H. Estelle Hartich, Treas. Object, the advancement of educational interests, self culture, and to promote civic patriotism. Meets 1st Monday, Oct. to May, at Froebel Academy, 688-690 Lafayette Ave.

Alumnae Association, Brooklyn Training School For Teachers. Organized 1893. 200 members. Katharine J. King, Pres.; Jessie Coddington, Sec., 745 Hancock st.

Pratt Institute. Neighborhood Association.—Org. 1895. Melville A. Marsh, Pres.; Miss R. Stevens, Sec. Pratt Institute.

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING OCTOBER 23, 1897.

What is the teacher doing for the community? It may be thought that he is only hired to teach the school and so the community can have no claim on him; but this position cannot be allowed. In some way the school and the teacher must be a positive force in the community. There are too many who leave the community just as they found it. Then, again, the work done for the community powerfully reacts on the school; the pupils feel that the teacher is there for their good, not simply to pound in the multiplication table. They gain a respect for him and his work when they see him engaged in elevating the moral sentiment of the community.

The attempts of some of the school boards in rural districts of Pennsylvania to reduce the pay of the teachers on the ground of poverty is absurd. When an annual appropriation of \$5,500,000 is made by a state for the support of the schools in addition to the local appropriations, there is no reason why there should be lack of funds. It is said that the appropriation of Pennsylvania for educational purposes is larger than that of any other state, and this should mean corresponding efficiency of education; but if the freedom from the responsibility of contributing money has made these rural communities lose interest

in other respects, or if, as is charged, the money has, in some cases, been used for other than school purposes, the remedy for existing evils should be looked for elsewhere than in reduction of teachers' salaries.

With the present number is sent out a special supplement of eight pages containing material more directly concerning teachers in and about Greater New York. It is the intention of the publishers to issue the supplement twice a month for subscribers in the territory indicated. The reason for sending it to all subscribers thus far free of charge has been to acquaint them with its special features. It is believed that many have become sufficiently interested to desire its continuance in the future.

Word has been received from the writer of the article on the "Rocks of New York State" published in last week's *Journal* stating that through mistakes in the copying, several slight errors were allowed to pass. He asks specially that this correction be made: Iceland spar is *not* a form of gypsum, but belongs with the calcite group.

Stimulus is needed, and there is none greater for the school boy than the feeling that he has earned the praise of a teacher he respects. Praise is good. Prizes are good. But the mischief comes in when Jones is praised *because* he is top of the class, and Smith is blamed *because* he is at the bottom. It may be that Smith deserves far more than Jones to be encouraged and praised. But, in spite of a gentle word from a kind-hearted teacher, who partly sees the error, Smith will, on hearing his name read out last, have suffered a considerable check. His mental activity will probably grow less and less.



Pestalozzi taking leave of his orphans at Stanz.
(The orphanage was closed by the French troops who used the building as a military hospital.)

Child Play Misunderstood.

Two little girls and a boy still in dresses, as reported by a New York paper, wandered into a fashionable cross-town street near Fifth avenue one day early in September. At nearly every house along the street the heavy shades were tightly drawn, and the front doors were boarded up.

The children, ragged and dirty as they were, seemed all unconscious of their incongruity with their surroundings; as one hugged tightly her disreputable-looking doll, while the boy dragged a stick along the sidewalk. The little faces were thin and drawn, with lines about the mouth that revealed how little of merry, thoughtless childhood had been theirs.

Before one great house, whose steps are of brownstone blocks, surmounted by a heavy railing, the children stopped and gazed, in apparent wonder. Suddenly one of the girls gave a quick glance about her and ran up the steps. Her companion gazed at her for a moment, then did likewise, and they both stood at the top, almost gasping with delight.

"Less play gran' lady," suggested one, grasping her companion by the arm, after both had stood silent for a while.

"Oh, let's!" was the answer. "Willie kin be coachman!" and the two clapped their hands ecstatically.

Willie assumed a very dignified attitude at one end of the carriage block, and one of the little girls sat down behind him, while the other took up her position at the head of the steps. Pretty soon the boy, after indulging in a variety of expressions, indicative of a driver having trouble with horses, shouted: "Whoa!" His companion arose, daintily grasped her ragged skirt in one hand, and, with mincing gait, ascended the steps.

Without paying the slightest attention to the other little girl, she went to the boarded-up door and made a motion, as if pressing a bell. There was a pause for a moment, and then the other turned, with an elaborate courtesy:

"Why, Mrs. Gran' Lady, I am glad to see yer."

"So am I," was the answer.

"Wot a beautiful dress yer got, Mrs. Gran' Lady."

"H'm!" complacently regarding herself.

"Yes, it cost more than a milyun dollars."

"Oh, my!" Then, an afterthought:

"Mine cost two milyun dollars."

That was "gran' lady" as played by the three children about the steps of the deserted mansion for nearly an hour. There was very little variation; simply a change of hostess, and an occasional drive in the carriage-block "victorier." For the time the hard lines about the corners of the players' lips and eyes disappeared, and the ordinary satirical, malicious laughter gave way to low, genuine gurgles of delight.

It was play, simple, innocent, without one disturbing element until—around the corner came a policeman. He saw them, but they were too busy to notice until he was very near. "Here, you brats!" he exclaimed, "get out of that, or I'll —" he raised his club, threateningly.

In an instant a change came over the trio. The little girls ran down the steps to where the boy, now risen from his coachman's box, was half crying. All the lines had come back into their faces, and the light in their eyes was not good to look upon. Each of the girls grasped a hand of the boy, and they shuffled down the street, with their heads half turned back.

It was of very slight consequence, only a little incident in child life, yet, in reality, it was one of the saddest things in the world—childhood misunderstood.

National W. C. T. U. Convention.

The twenty-fourth annual convention of the National W. C. T. U. will be held at Buffalo, N. Y., October 29 to November 3.

Miss Williard, the president, will give her annual address on Friday morning. Saturday will be devoted to the introduction of fraternal delegates and distinguished guests. Greetings from prominent people and influential organizations will be read. The memorial service will be held on Monday morning; the annual sermon will be preached by Rev. Frances E. Tounsey on Sunday afternoon.

The evenings will be of especial interest. Friday is welcome night; Saturday young people's night. The exercises on Monday night will be in charge of Mrs. Mary H. Hunt, and will be devoted to scientific temperance. Tuesday night will be devoted to a large mass meeting in the interests of labor and temperance. Wednesday night will be benefit night; the program is to be arranged by the presidents of states having made a gain of 500 in membership during the year.

A Family School.

Topeka, Kan.—State Supt. Stryker has discovered that thousands of dollars belonging to the school funds are annually squandered by residents of the plains in the western part of the state. In Logan county there is a school district containing but one family. The man, his wife, and his son annually elect themselves members of the school board, vote a six months' school, at \$30 a month, and employ the daughter as teacher. The younger son is the only pupil of the school.

English in Harvard College.

The report of the committee on composition and rhetoric to the overseers of Harvard college has recently been given to the public. Adhering, as in their two previous reports, to the assumption that the teaching of English composition is best judged by results, themes have been collected from a majority of the students of every English course in the college, and these themes the committee have had placed in the library. These will furnish permanent proof of the use of the mother tongue by the Harvard students of to-day.

Every student is required to take at least three consecutive courses in English composition and the committee find that the writing improves so materially as to show that these courses are thoroughly efficient. At many schools English composition is still regarded as an elegant accomplishment which the pressure of other subjects frequently crowds into narrow corners. At Harvard it is made a habit, and year after year, young men who have entered the college with the firm conviction that easy use of their native language was only for the gifted, have finished their course knowing that reasonably good writing for general purposes is within reach of all.

The report holds no one at fault for this state of affairs, only it is a recognized fact that the habit of easy writing like any other habit, is most readily acquired in youth. The subject belongs to higher education only in so far as it needs to be taught as a fine art, to those who have the talent and the ambition to become actual writers or critics of literature. To the majority of pupils the one essential is the ability to write correctly, simply and plainly, a power that Harvard has shown to be attainable by the ordinary student.

Child Development in Primary School.

Nashville, Tenn.—At the educational meetings held in the Children's Building in charge of the Jury of Awards, Prof. W. B. Powell gave an address on the "Common School." In speaking of the development of the child, he said: "The primary school should be a place of experience, employing the hand, the eye, and the feet; the feet for going after and bringing, the hands for getting and preparing and feeling, the eyes for seeing, other organs for doing their appropriate work, and the brain, looking on all the time, for cognizing, determining, and registering. The child is not given the knowledge. He makes it. He discovers it as much so as if it had never existed before. He builds self out of his environment in the formative period of life. If the influences are bad, self will be bad and will receive a psychic force in formation that will be hard, if not impossible, to counteract by reformation.

Now, if the child, whose hands and eyes have contributed the knowledge getting, be exercised or trained in the representation of this knowledge or parts of it or applications of it by the hand, he will thus exercise at the birth of knowledge both voice and hand in making a better self, and will thus prepare himself for better living and for contributing more richly to society. Thus is the best language work done, language that is a part of every idea the child has gained because it is that which identifies the knowledge that he has made as most interesting and therefore most profitable, and hand training which brings mind down into the finger gives intelligence most valuable. Such hand training will show its value in painting, in drawing, in carving, in piano playing, as well as in the mechanic arts. Its value is esthetic as well as economic.

If, then, the state take the child at an early age, before too much self has been made in wrong channels, and wisely arrange for self-activity to satisfy inborn impulse in those channels that make for character and good citizenship, there can be no doubt that the certain way to develop character is to make the school what it ought to be, for, by the right kind of experience, repeated times enough, may the child be led to know, to understand, to love, and to do what is right.

Three Years, or Four?

Boston, Mass.—The question of a three-years' college course was one of the subjects discussed at the meeting of the New England Association of Colleges and Preparatory Schools. The discussion was opened by John H. Wright, of Harvard, who said in part: "The idea is not new, but is older than that of a four years' course. There are two reasons in its favor, first, the standard of the preparatory schools has been raised so that greater preparation for college is being given; second, there is greater demand on the part of professional schools.

Prof. Seymour, of Yale, said that the subject of a three-years' course was not even considered a live one at Yale university. Never before was there such need of men of more than mediocre power and never before was there such competition in life, and for this reason too much could not be demanded in the form of preparation.

President Eliot did not admit that the reduction would affect the thoroughness of preparation for work in life or professions. The college is not the only place for young men to get their training, and, in fact, no better training can be given them than by placing them in positions of responsibility at an early age. One of the most serious mistakes in our American system of education is that our young men are coming into life too late. Observations of 200 of the most prominent graduates of Harvard show that they entered into active responsibility at 22 and 23 years of age.

Among those who took part in the discussion were President Warren and Prof. Harlan P. Amen, of Phillips Exeter academy.

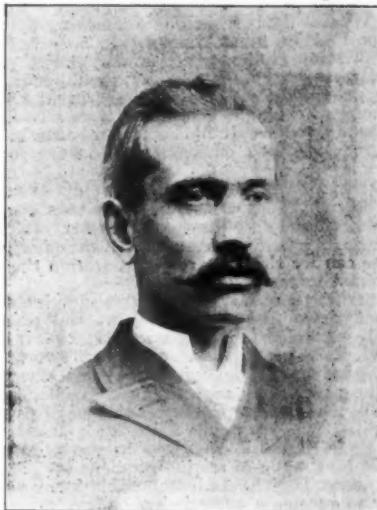
Iowa Educational Notes.

The Educational Council.

The next annual session of the educational council connected with the Iowa State Teachers' Association will be held Tuesday, Dec. 28, 1897, at the Y. M. C. A. auditorium, Des Moines. The business meeting will be held the previous evening at the Savoy House parlors.

The First Public School.

In the fall of 1830, in a settlement of Lee county, then known as Ahwipetuc, one Berryman Jennings taught what was undoubtedly the first common school of the state of Iowa. The school-room was, like the other buildings of the region, built of round logs, notched close, and plastered with mud, as a protection from the weather. Logs were cut out for doors and windows. The back of the fireplaces was of packed, dry dirt, the chimney being topped with sticks and mud. The cabin was covered with clapboards, weighted down with crosspoles, to economize time and nails, the latter being expensive, and very scarce. Among the young people who were pupils in this first school were James W. Campbell, Toller Dedman, James Dedman, David Washington, Eliza Goldland, Thomas Brierly, and George W. Kinney.



Richard C. Barrett, Osage, Republican Nominee for State Superintendent.

Teachers' Salaries.

The teachers in the various schools in the city of Ottumwa are in a manner poorly paid for the services they perform, and the duties imposed upon them. The way to look at this matter is squarely and honestly. The teacher is not only expected to educate and intellectually advance the orderly and ambitious pupil, but the refractory and sloven as well. The instructor must deal with a half hundred young minds, and exert tact, discretion, and energy in so doing. She must stand accountable within the breast of every mother for the traits that her boy or girl learns away from home. The instructor is not a mere machine. She is a slave to art and books. She must be a genius, and have the patience of Job and his whole family. Her duties are both arduous and laborious. Ask yourself, and, if the teacher in the public school is equitably reimbursed for her services. We think not, and the press is wholly in sympathy with the corps of teachers in our public schools, who ought to be allowed an advance in the salaries they are earning twice over. There are many other reasons, too, in support of this claim.—"Ottumwa Press."

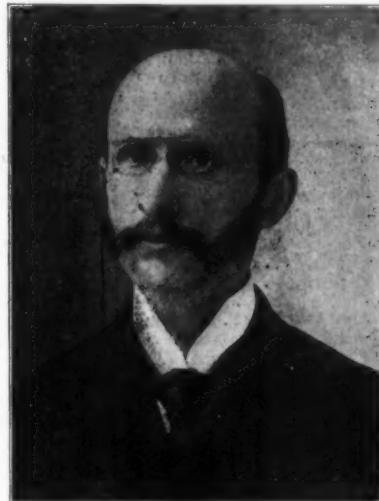
A new school building at Ottumwa is in course of construction; the ground has been purchased, the excavations completed, architects' plans submitted and approved, and work will be begun and pushed to completion as rapidly as approaching winter will permit.

Built from a Single Boulder.

A church in Waterloo, Iowa, is constructed of material taken from a single boulder. The story of this church is told by "architecture and building." The members of the Presbyterian church wished to build a new place of worship, but stone was scarce. In fact, there was no rock suitable for building material anywhere around. There was, however, a huge mass of rock in the middle of a plain about eight miles from town. The work of excavating this gigantic boulder was at once begun.

When exposed to view, it was found to be twenty-eight feet high, thirty feet long, and twenty feet wide. On this monolith the workmen began their labors with drill, hammer, and

dynamite, and the enormous rock was converted into building stones. The pieces were conveyed to the town, and before long a wonderful metamorphosis was apparent, and then this giant boulder, after resting undisturbed for countless years, and buried by the deposits of ages, was transformed into a beautiful church. In its rough state, this great rock is estimated to have weighed more than 2,500 tons.



Supt. H. E. Kratz, Sioux City, Iowa.

County Superintendents of Iowa.

Whose Term of Office Expires January 1, 1898.

COUNTY.	SUPERINTENDENT.	POST-OFFICE.
Adair	*A. A. Taylor	Greenfield
Adams	I. P. Clark	Corning
Allamakee	*J. F. Smith	Waukon
Appanoose	J. F. Adamson	Centerville
Audubon	†D. P. Repass	Audubon
Benton	*A. W. White	Vinton
Black Hawk	W. W. Brittain	Waterloo
Boone	†B. P. Holst	Boonsboro
Bremer	*L. C. Oberdorf	Waverly
Buchanan	†E. C. Sillie	Independence
Buena Vista	J. E. Durkee	Sioux Rapids
Butler	*F. E. Howard	Allison
Calhoun	*R. W. Murphey	Rockwell City
Carroll	*J. J. McMahon	Carroll
Cass	H. B. Newcomb	Atlantic
Cedar	J. W. Marker	Tipton
Cerro Gordo	*Eugene Brown	Mason City
Cherokee	Agnes J. Robertson	Cherokee
Chickasaw	*C. S. Cory	New Hampton
Clarke	Lillie Thomas	Osceola
Clay	*Mrs. Ellen Reed	Spencer
Clayton	*Sumner Miller	Guttenberg



S. B. Stonerook, Jr., The New Superintendent of Springdale Seminary, Ia.

October 23, 1897

Clinton	G. U. Gordon	Clinton
Crawford	W. T. Wright	Denison
Dallas	A. C. Hutchins	Adel
Davis	C. W. Huff	Bloomfield
Decatur	J. E. Cummings	Leon
Delaware	L. T. Eaton	Manchester
Des Moines	M. B. Shaw	Burlington
Dickinson	*H. A. Welty	Spirit Lake
Dubuque	*B. J. Horchem	Dubuque
Emmet	H. H. Davidson	Estherville
Fayette	*F. H. Bloodgood	West Union
Floyd	*W. H. Allis	Nora Springs
Franklin	*Emily Reeve	Hampton
Fremont	*H. A. Simons	Sidney
Greene	*W. E. Jenison	Jefferson
Grundy	*W. W. Taylor	Grundy Center
Guthrie	C. M. Young	Guthrie Center
Hamilton	W. F. Cole	Webster City
Hancock	*S. L. Thompson	Garner
Hardin	*C. H. Marsh	Eldora
Harrison	*C. L. Crow	Logan
Henry	Ed. L. Roth	Mount Pleasant
Howard	F. A. McPherson	Cresco
Humboldt	O. S. Opheim	Humboldt
Ida	*J. C. Hagler	Ida Grove
Iowa	*W. P. Johnson	Marengo
Jackson	A. F. Kearney	Maquoketa
Jasper	*Minnie A. Walsh	Newton
Jefferson	Laura B. Swan	Fairfield
Johnson	*S. K. Stephenson	Iowa City
Jones	*T. J. Cowan	Anamosa
Keokuk	*S. A. Potts	Sigourney
Kossuth	*B. F. Reed	Algona

COUNTY.	SUPERINTENDENT.	POST-OFFICE.
Union	*Charles Emerson	Creston
Van Buren	A. B. Goss	Keosauqua
Wapello	Joseph Parks	Otumwa
Warren	*Edd R. Guthrie	Indianola
Washington	Cornelia Klass	Washington
Wayne	Carrie M. Goodell	Corydon
Webster	*C. V. Findlay	Fort Dodge
Winnebago	*L. C. Brown	Forest City
Winneshiek	G. O. Haugen	Decorah
Woodbury	*E. A. Brown	Sioux City
Worth	*S. B. Toye	Northwood
Wright	*G. T. Eldridge	Clarion

*Re-elected. †Re-elected more than once.

Superintendents' and Principals' Round Table.

Ballaire, Ohio.—The round table of superintendents and principals of eastern Ohio and western West Virginia met here Oct. 21, 22, and 23. The members of the executive committee were Supts. H. G. Williams, of Bellaire, W. H. Anderson, Wheeling, W. Va., and James Duncan, Bridgeport, Ohio.

The program consisted of ninety-nine questions and topics for discussion. Among these may be mentioned the following: The course of study: Is a special teacher of drawing necessary? What is the best method of teaching writing in a primary school? How much time should be given to arithmetic in the primary grades, the grammar grades, and the high school? How shall children be taught to read? What proportion of geography work should be written? Should civics and economics be taught below the high school, and, if so, how? How do you secure uniform instruction in language in primary grades? What electives should be given in a high school course?

The Teacher.—What are the teacher's duties and rights on political questions? How can the superintendent be of most service in strengthening the weak teacher? How can the teachers make the best professional advancement while teaching? How can we show boards of education the necessity of having trained teachers?

The Superintendent.—What are the superintendent's most important duties? Are superintendents and principals sufficiently well grounded in pedagogical principles? Should the superintendent be a politician?

Psychological and Pedagogical.—What is the use of child study? The psychology of learning to spell? How do you interest dull pupils? Are teachers students of psychology?

The Pupil.—Very few pupils finish the course in our school. Why? Who is responsible? How do you prevent tardiness? What is the best mode of seating pupils?

Miscellaneous Topics.—Is it honorable for a superintendent or teacher to receive a commission on expenditures for supplies? Upon what should promotions be based? Many teachers complain that county institutes are often but little help to them. Are they right? If so, how can this defect be remedied?

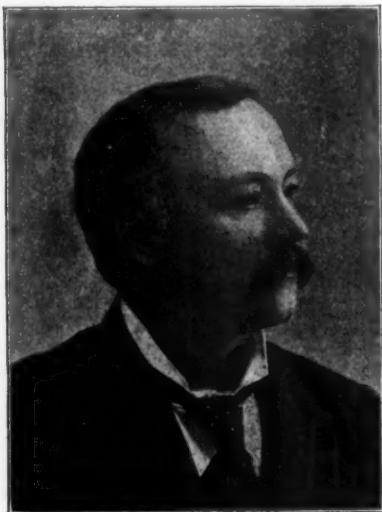
New Brunswick News Letter.

St. John, N. B.—There appears to be a healthy forward movement in educational matters in New Brunswick. The city of St. John is taking the lead. The trustees are erecting a building, which will be one of the finest school buildings in Eastern Canada. Last year they appointed Dr. H. S. Bridges, superintendent of schools, with a salary larger than was ever previously given to any public school officer in New Brunswick. Dr. Bridges and Judge Nueman, chairman of the board of school trustees, have gone to Boston to inspect the workings of the school system there. It is confidently hoped that, under the present management, the schools of St. John will soon rank second to none in Canada.

The school meetings, which have control of school matters in the villages and rural communities, met Oct. 9 throughout the province. It is understood that those working for good schools have accomplished much during the present year. This is especially noticeable in the case of Sackville. Here the spirit of fogism has long prevailed; but at the meeting this year it was decided to make a change. The Progressive party elected Prof. H. S. Hunter trustee, and voted sufficient funds to build a new high school building, and repair their old buildings.

There seems to be a spirit of union abroad among the county institutes this term. First, the Institute of St. John and Charlotte counties met in joint session at St. Stephens. The teachers of Washington county, Maine, were also there. This was one of the largest institutes that ever met in New Brunswick. Among those attending were: Dr. Inch, chief superintendent of New Brunswick, Dr. Mackay, chief superintendent of Nova Scotia, and State Supt. W. W. Stetson, of Maine. The counties of Westmoreland and Kent had a joint meeting Oct. 14 and 15. The teachers attend these meetings more generally than they did a few years ago.

G. U. Hay, editor of the "Educational Review" of St. John, resigned his position as teacher in the high school at the beginning of the present term, and now devotes all his attention to his paper.



Supt. B. F. Reed, of Kossuth Co., Iowa.

Lee	*A. L. Belles	Mount Hamill
Linn	*N. H. Richards	Marion
Louisa	†Lizzie Hughes	Wapello
Lucas	C. F. Goltry	Chariton
Lyon	L. A. Dailey	Rock Rapids
Madison	*J. J. Crossley	Winterset
Mahaska	*Florabel Patterson	Oskaloosa
Marion	*R. G. Mulky	Knoxville
Marshall	*C. W. Bacon	Marshalltown
Mills	Viva Gilliland	Glenwood
Mitchell	†R. C. Barrett	Osage
Monona	F. E. Lark	Onawa
Monroe	Mrs. Angie Reitzel	Albia
Montgomery	J. W. Clark	Red Oak
Muscatine	J. A. Townsley	Muscatine
O'Brien	†Ella Seckerson	Primghar
Osceola	T. S. Redmond	Sibley
Page	H. E. Deater	Clarinda
Palo Alto	*Bessie Larsen	Emmetsburg
Plymouth	*J. Wernli	Le Mars
Pocahontas	*Cleland Gilchrist	Pocohontas
Polk	*W. A. McCord	Des Moines
Pottawattamie	W. S. Paulson	Council Bluffs
Poweshiek	*W. C. Rayburn	Grinnell
Ringgold	J. W. Wilkerson	Mount Ayr
Sac	J. W. Jackson	Sac City
Scott	†C. L. Suksdorf	Davenport
Shelby	*Paul Peterson	Harlan
Sioux	M. M. Mishler	Orange City
Story	G. W. Phillips	Nevada
Tama	A. L. Speaker	Toledo
Taylor	F. E. Crosson	Bedford

Items of Live Interest,

Oswego, N. Y.—A meeting in memory of the late Dr. Sheldon was held at the Oswego normal school, in Normal hall, Oct. 21. Addresses were given on the following subjects: "The Life and Character of Dr. Sheldon," by T. B. Poucher; "Dr. Sheldon as We Knew Him," Serita L. Stewart; "Dr. Sheldon's Influence on Education in New York," State Supt. Charles R. Skinner; "The Place of Dr. Sheldon in the Educational World," Supt. Louis H. Jones, Cleveland, Ohio; "Dr. Sheldon and the Church," Rev. David Wills, Jr.

Chicago, Ill.—Mayor Harrison has consented to the organization of a "Clean City League," in which pupils of the public schools will be eligible to membership. The children will be taught the necessity of sanitation, and will be asked to observe the condition of the alleys and streets in the neighborhood of their homes, and make daily reports in school. The movement was started by Mrs. A. E. Paul, street cleaning inspector for the first ward.

Boston, Mass.—The school committee intend very soon to investigate the question of whether the pupils in the public schools are being overworked. The general opinion on the part of the principals is that they are not. Dr. E. M. Hartwell, until recently physical director of the Boston school system, is of the same opinion, but he thinks that if any overworking exists, it is to be found in the Girls' Latin school. The pupils in this school have a continuous session of five hours. Most of them are preparing for college so that there is constant thought of the entrance examinations. Boston has a corps of fifty physicians who visit the schools daily. Since their organization there has been a marked decrease in infectious diseases, although the number of children affected with nervous difficulties has remained practically unchanged.

Providence, R. I.—Out of a total of 263 schools in this state, 64 had an attendance of less than ten pupils, in 1895. In Vermont, in 1893, there were 153 schools with less than six pupils, and in New York 2,083 schools were reported, in 1895, as having less than ten pupils.

Boston, Mass.—A meeting was held in Music Hall, Oct. 14, in memory of the late Francis A. Walker, president of the Institute of Technology. Gov. Wolcott presided and made the opening address. Senator Hoar spoke of the life and character of the eminent teacher. Among the universities and colleges represented were Harvard, Yale, Princeton, Brown, Dartmouth, Amherst, Williams, University of Pennsylvania, Johns Hopkins, Columbia, Bowdoin, Tufts, Holy Cross, Clark, Boston university, Mount Holyoke, Wesleyan, Boston college, and Trinity.

New Haven, Conn.—The building fund of the Yale Law school has received a gift of \$15,000 from J. W. Hendrie, making \$36,000 now on hand. As much again is needed to complete the present structure. In the art department this year an elective course in architecture has been opened for the first time.

Philadelphia.—Victor Hugo's "Les Misérables" has been ruled out of the French text-books in the high school by the board of education.

Elmira, N. Y.—Prof. W. H. Benedict, principal of school No. 8, had a narrow escape from death, a short time ago. He was riding his wheel, with a friend, when, in crossing the rail-road track he was struck by a freight train and thrown several feet beyond the track. Mr. Benedict escaped without broken bones, but he was badly bruised. Two physicians, who were called after the accident occurred, thought that it was a remarkable escape.

Rodolphe Pierre Henry Heidenhain, professor of physiology at the University of Breslau, died October 13, at the age of sixty-three years. Among his publications may be mentioned "Studies in Physiology," "Animal Magnetism, So-Called," and "Vivisection Applied to Medical Art."

New Haven, Conn.—The registration statistics for the opening of the fall term are as follows: the four classes of the academic department 1,241; the incoming freshmen class numbering 296. The three classes of the Scientific School number 475, the Medical School 127.

Minneapolis, Minn.—The kindergarten at the summer school this year was under the charge of Miss Stella Louise Wood. Her class numbered about forty, most of whom were primary teachers from various parts of the northwest; a few were kindergartners who wished to brush up a bit and the rest were mothers who wanted to learn the best methods of bringing up their little ones.

San Francisco, Cal.—As a result of the exposures of the methods used by the board of education, more than forty men have been dismissed from the school department. These exposures began in the middle of the summer and the total saving to the city of the removals will be about \$13,000 a year. A report is to be submitted by Supt. Webster regarding his investigations and immediate action will be demanded from the board. It is said that there has been a large force of teachers employed for

the evening schools only a small proportion of whom found any work to do and it has also been common report that a position in the school department cost exactly \$600. The whole city is stirred up and the next few weeks will undoubtedly bring great changes in the school affairs of San Francisco.

Washington, D. C.—Prof. Irwin Shepard, of the Wisconsin normal college, a member of the executive committee of the N. E. A., will shortly go to Omaha and Salt Lake City. He intends to study the advantages of these cities for the convention next year, but it is probable that Washington will be the city selected.

Peoria, Ill.—The Bradley Polytechnic Institute, for which Mrs. Lydia Bradley has given \$2,500,000, was dedicated October 9. Secretary Lyman J. Gage delivering the principal address. The building is of white stone and is both spacious and beautiful. It was presented to the trustees by Mrs. Bradley and accepted by the president of the board, Oliver J. Bailey. President Harper, of the University of Chicago, who is at the head of the faculty, gave an address in behalf of that body.

Hampton, Va.—The attendance at the Hampton Normal and Agricultural Institute is unusually large this fall. The total enrollment will be nearly 650, forty Indians having entered this year and 220 negroes. The Indians who have lately come to the school represent several tribes, including Sioux from South Dakota and Nebraska, Oneidas and Chippewas from Wisconsin, Winnebagos from Nebraska, Poncas from Indian Territory, Senecas, Tuscaroras, and Onondagas from New York state. These have all had some education in the reservation schools, and they will probably most of them become teachers, either industrial or normal, among their own or other Indian tribes. The institute was never in better condition for doing good work than now. A new building is in process of erection for the use of classes in domestic science and agriculture, both of which courses are already established.

Chicago, Ill.—At a meeting of the grade teachers recently held at Handel hall, one of those present made the statement that her principal was in the habit of emphasizing his commands by stamping his foot and that at least once he had shaken one of his assistants. This and other remarks led to the appointing of a committee to be known as the bureau of information. The committee consisted of a representative from each of the seven divisions of the city.

Youngstown, Ohio.—The "Catholic Reading Circle Review" for August-September, contains a full report of the Catholic summer school of America, held at Cliff Haven on Lake Champlain, N. Y., from July 11 to August 28, 1897. The articles are extensively illustrated by half-tones of officiating priests and lecturers, with groups of students, the camp and the various buildings near which the school held its sessions.

One of the most interesting books published recently, treats of "The Subconscious Self and Its Relation to Education and Health." Louis Waldstein, M. D., is the author. This little book is the result of long continued, painstaking study and observation of the subject. A review of the book will appear in a later number of *The School Journal*. (Charles Scribner's Sons, publishers. \$1.25.)

As stated by the author in the preface to "The Founders of Geology," by Sir Archibald Geikie, F. R. S., no more generally interesting and appropriate theme along this line could be selected than the story of the evolution of geology. The period selected extends through the seventy years from the middle of the last and the close of the second decade of the present century. The work is given in a series of six lectures, beginning with the Cosmogonists, and continuing with the rise of volcanic geology, the history of the doctrine of geological succession, the rise of the modern conception of the theory of the earth, the rise of stratigraphical geology, and closing with the rise of modern petrography, and the influence of Lyell and Darwin. The book contains nearly 300 pages, and is carefully indexed. (The Macmillan Company, publishers. Price, \$2.00.)

For Review of Current Events.

The following list of current events was taken from a blackboard in the Sandwich (Mass.) high school. In reviewing the important events of June, July, August and September, the list will prove very practical.

1. Foreign: The Queen's Jubilee, The Famine in India, The Khyber Pass, The Seal Question, The Anglo-Egyptian Expedition, Fighting in Cuba, Fighting in the Philippine Islands, The Assassination of Canovas, The Greco-Turkish Question, Pres. Faure's Visit to Russia, Duel between Prince Henry and the Count of Turin, Japan and Hawaii, To the North Pole by Balloon, A Very Large Steamboat.

2. National: Business Prosperity, The Rise in Wheat, The Fall in Silver, Strike of the Coal Miners, Injunctions by the U. S. Courts, Free Speech at Brown University, The Mayoralty of Greater New York; The St. Lawrence and Grasse Rivers Canal, Tunnel Under Pike's Peak, Yellow Fever in Mississippi, The Klondike Gold Discoveries, The Nashville Expedition, Bicycle Records, The Fastest Pacing Record, The National Educational Association.

3. State: Opening of the Subway; Senator Hoar's Bird Petition, Removal of the Constitution.

Fall and Winter Associations.

Oct. 28-30.—Rhode Island Institute of Instruction at Providence.

The New England Association of School Superintendents will meet in Boston, Mass., during the week beginning Nov. 1.

Nov. 3-5.—Annual meeting of the New York state association of school commissioners and superintendents at Saratoga.

Nov. 4-6.—The eighth annual meeting of Town and City Superintendents of Indiana, at the State House, Indianapolis. W. D. Weaver, Marion, president; F. M. Beard, Hartford City, sec'y.

Nov. 5.—New England Association of School Superintendents at Boston.

Nov. 25-27.—Southwest Missouri Teachers' Association, at Greenfield. J. M. Stevenson, Neosho, president; J. M. Taylor, Greenfield, sec'y.

The Association of Colleges and Preparatory schools of the Middle States and Maryland will meet at Ithaca, N. Y., Nov. 26-27, 1897.

December.—Holiday conference of the Associated Academic Principals of New York state at Syracuse.

December.—Annual meeting of the Association of Grammar Principals at Syracuse.

Dec. 26.—South Dakota State Teachers' Association, at Sioux Falls. Miss J. Randolph, sec'y.

Dec. 27.—Idaho State Teachers' Association, at Hailey. Prof. H. Barton, sec'y.

Dec. 28.—Louisiana State Teachers' Association, at New Orleans. Miss Lulu Soate, sec'y.

Dec. 28.—Iowa State Teachers' Association, at Des Moines. M. F. Arey, sec'y.

Dec. 28-30.—Missouri State Teachers' Association, at Jefferson City. Hon. John R. Kirk, state superintendent, president; Supt. L. W. Rader, Carrollton, sec'y.

Dec. 28-30.—Kansas State Teachers' Association, at Topeka. J. E. Pears, Lawrence, president.

Dec. 28-30.—Illinois State Teachers' Association, at Springfield.

Dec. 28-31.—Florida State Teachers' Association, at De Land.

Dec. 28-31.—The Montana State Teachers' Association, at Helena.

Dec. 28-31.—Oklahoma Territorial Teachers' Association, at El Reno.

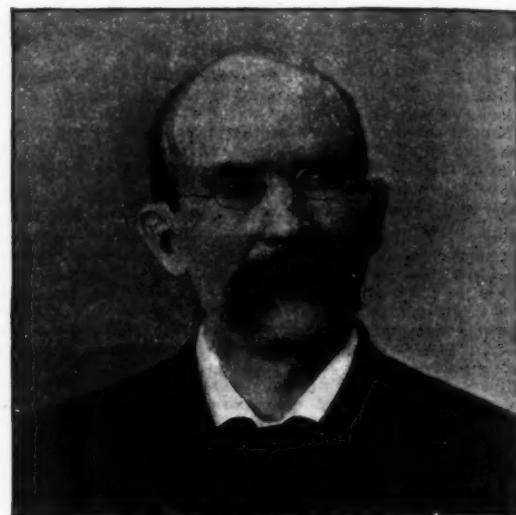
Dec. 29.—Nebraska State Teachers' Association, at Lincoln. W. H. Clermons, Fremont, sec'y.

Dec. 29-31.—Colorado State Teachers' Association, at Denver. A. B. Copeland, Greeley, president.

February, 1898.—Meeting of the Department of Superintendence.

A Successful Pennsylvania Educator.

Mr. A. J. Davis, for the last ten years principal of the state normal school at Clarion, Pa., has had a varied career. He began life as a farm hand at \$6 a month, taught school winters and put himself through the state normal school and the scientific department of the National Normal university at Lebanon, Ohio.



Prin. A. J. Davis, Clarion State Normal School, Pa.

He was for two years in the Union army during the Civil war, having enlisted in Battery B, of the 3d Pennsylvania Artillery. He was three times elected county superintendent of schools of Lebanon county, resigning to take a place in the state department of public instruction. Under Mr. Davis' principalship buildings costing nearly \$100,000 have been erected for the state normal school at Clarion, and the number of pupils in the school has increased from 125 to 550.

Conflict in a State University.

Seattle, Wash.—The Board of Regents of the University of the State of Washington has asserted its alleged authority and removed the president of the university. It appears that the president undertook to carry out a policy of his own for the management of the university. The regents took exception to his plans with the present unhappy situation as the result.



SCIENCE HALL, STATE NORMAL SCHOOL, CLARION, PA.

Letters.

Geographical Nomenclature.

A SUGGESTED REFORM TO SECURE UNIFORM SPELLING AND PRONUNCIATION.

I desire to place before you a suggestion for a reform in the teaching of geography, in so far as geographical nomenclature is concerned.

At present each country teaches its children an almost arbitrary nomenclature of places in foreign countries, so that instead of one place having one name it has, in many cases, several names; and a name is often so much changed that the inhabitants of the country in which the place is situated fail to recognize the name of the place under its foreign disguise. Thus—"Baier" becomes "Bavaria" and "La Baviere"; "Aix-la-Chapelle" is disguised as "Aachen" and "Aquisgrana"; "Le Hainaut" appears as "Der Hennegan" and "L'Ainu"; "Bois-le-duc" becomes "Herzogenbusch"; "Rattisbonne" is translated into "Regensburg"; "Liège" is transformed into "Lüttich"; "Tourney" into "Doornik"; "Wien" into "Vienna" and "Vienne"; etc.

In addition to one place having several names, we have another, and, perhaps, greater and more convenient difficulty in the case where the place has only one name, and the spelling is thus constant; but the pronunciation of the name is different in different countries. Children, when learning geography and reading, are not taught to pronounce the names of foreign places as they are pronounced in the country where these places are situated, but to pronounce the names in accordance with the pronunciation of their own mother tongue. The result is, that the names of many places as pronounced by the people of one country are altogether unrecognizable by the people of another country; the names have become so disguised by mispronunciation. What Frenchman (a booking-clerk at a railway station, for example) would recognize the French town Rheims in the English pronunciation of the name? And how many Englishmen would identify Birmingham, Wigan, Southport, Bury, Leeds, as pronounced by a Frenchman? An English merchant once told me he was going to Ruin—the very last thing he intended to do; what he meant was, he was going to Rouen.

Now these difficulties and conveniences in commercial and social intercourse between nations could be easily overcome by the adoption of a reform in the teaching of geography; and the reform I have long wished to suggest would accomplish not only this desirable change in a simple and easy manner, but it would, in a very important way, also facilitate the learn-

ing of foreign languages. The plan I suggest is simply this: Let the children of each nation in Europe be taught to pronounce geographical names as they are pronounced in the language in the country in which these places are situated. It would only be carrying a step further what is already being done in relation to English and Welsh names. The Welsh learn to pronounce English names as they are pronounced in England, and English people are learning to pronounce the names of Welsh places as they are pronounced in Wales. Let this, the true system of geographical nomenclature, be made general. A very short training would put teachers in possession of English, French, German, Italian, and Spanish pronunciation, and, in the majority of cases, the teaching being early begun, the children would soon get over the main difficulties in the pronunciation of foreign names, and to each generation it would become more and more easy.

In addition to the primary object in view, there is, as I have said, another very important educational advantage to be gained by the adoption of this system. The people of each nation would, at a time of life when such an acquisition is easiest, in a natural and pleasant way, gain the ability to pronounce foreign languages, and thus one of the chief difficulties in the learning of a foreign language would be removed. This especially applies to English children, the pronunciation of German, French, etc., being so nearly regular as to place little difficulty in the way of learning the pronunciation of these languages. A child having learned the pronunciation of the letters and their various combinations as found in the foreign geographical names, would find little or no difficulty in the pronunciation of the foreign language itself. And all this would facilitate intercourse between countries, and tend toward the promotion of good feeling, and the coming of the time when all nations shall be as one family, mutually helpful in the promotion of the well-being of all.

May I ask your consideration of the suggested reform, and in the event of its commanding itself to you, will you give me your valuable help toward its accomplishment?

—Cuthbert C. Grundy.

32 Bold Street, Southport, England.

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Topics of the Times.

Central Asia is a region almost as unknown as Central Africa. Russian exploring expeditions have lately visited this region, the most noteworthy being that of Roborovsky into the country beyond the Russian chain. This mountain chain was crossed from the north, and the valley of a river flowing southeast was followed as far as the upper reaches of the Kerija river, which rises in the Thibetan highlands, turns at this point to the northwest, and flows along the base of the Kuen Lun. The route taken by Roborovsky and his little band had probably never before been trodden by a human foot. He was surprised on May 22, by such a violent snow storm that he was compelled to return. In June of the same year the bold explorer returned, and this time succeeded in crossing the Uzutagh mountains at the south. Beyond the latter a vast desert stretched out before his gaze, lying 16,600 feet above the level of the sea, higher, therefore, than the highest mountain in Europe.

Although it was the middle of June, there was not the slightest trace of life, and the surface of the ground was covered with low ranges of sharply pointed quartz hills. A few miles further on the expedition came across a few miserable willow bushes; beyond this, however, there was nothing, not even a sign of lichen on the stone-covered ground. The only animals that showed themselves were a few Orongo antelopes in such an exhausted condition that they passed within a few yards of the men without paying the slightest heed to their presence, or to the danger they thereby ran. In this desert rain appears to be quite unknown, and only snow seems to fall the whole year through. In the month of June it snowed every day, though the snow immediately evaporated on reaching the ground.

At the northern edge of the mountain chain the expedition had to encounter continual sand storms, of the violence of which it is difficult to form an idea. The slopes of the mountain are here covered with a thick bed of that fine granular soil which is taken up by the winds and carried through the air, and in heavy storms such enormous masses are present that the sun is obscured as if by an eclipse. Should rain fall at the same time each drop collects a small quantity of dust on its downward course; the water almost completely evaporates before the drop reaches the ground, and instead of wet rain a rain of tiny dust pellets falls again to the ground and contributes to the increase of the dust covering in another place. Whole forests of poplars are sometimes buried in this dust, which accumulates round the trunks to a height of forty feet. The trees then very quickly die, and, when a later storm again blows away the masses of dust surrounding them, they fall to pieces.

In view of possible trouble with the United States, Spain has been seeking European alliances. So far as known no one has given much encouragement except Austria. Now why should Austria interfere in a contest over the sea? One reason is family connections—the queen regent of Spain is an Austrian arch-duchess.

But there is another reason equally as strong—the United States, in several instances, has stood squarely in the way of the ambition of the Hapsburg family, which is one of the most haughty and despotic in Europe. The first time that the United States came into conflict with the wishes of Austria was when Spain was trying to get back her South American colonies, that had won their independence. Austria had beaten down liberalism in Italy and constitutionalism in Spain and was trying to crush the infant republics of South America, when the United States and England checked her. The Monroe doctrine was held responsible for this miscarriage of Austria's plans.

Twenty-five years later America gave ardent sympathy to the heroic Kossuth, and strongly encouraged the Hungarian republic. This again displeased Austria. Then when Napoleon was trying to seat Maximilian on the throne of Mexico, the French emperor withdrew his troops from that country at the dictation of the Congress of the United States. He did not dare defy the veteran armies of the republic fresh from the fields of Shiloh and Gettysburg. Maximilian (a brother of the present emperor of Austria) was left to his fate; he was captured and shot. Austria has had so much bad luck in her relations with the United States

that, in the present dispute with Spain and America, it would seem to be the part of wisdom for her to keep her hands off.

Since the organization of the republic of Brazil remarkable courage and discretion have been shown in defending it and administering its affairs. Political strife having decreased, the republic is seeking to develop the country, and a commission was lately appointed to decide upon a healthier site for the capital than Rio Janeiro. This commission has decided upon a site in the state of Goyez, in a mountainous region in the central part of Brazil. The climate there is the finest in South America. There are no railways there, but they can be built. It is believed that the Brazilian congress will order the removal of the capital to this place.

What will the city of the future be? It will have no trolley poles or wires and no horses. All movements will be on rail by silent air motors or by horseless carriages equally silent. All pavements will be asphalt. Unlimited light will be as cheap as unlimited water is to-day. No coal will be delivered at private houses and no ashes taken from them. With no horses, no coal and no ashes, street dust and dirt will be reduced to a minimum. With no factory fires and no kitchen or furnace fires, the air will be as pure in the city as in the country. Trees will have a chance; houses will be warmed and lighted as easily and cheaply as they are now supplied with water.

The young czar Nicholas is proving a wise and far-sighted ruler. His first wise step is the abolition of Siberian exile. Siberia, with its vast natural resources, its boundless undeveloped wealth, is to be to Russia what the great West has been to America. It must be freed from the stigma of convict immigration; each section must take care of its own convicts hereafter. The czar is also removing the disabilities, burdensome taxes, and restrictions of the Poles; as a result the czar lately made a triumphal tour through Poland. Two or three years ago a Russian ruler would have been received with nothing but scowls and whispered curses.

From maps and papers extending back 250 years Dr. Hermann Walzer finds that the lakes in the canton of Zurich have greatly diminished in number and size. The forest area has been reduced but little, but the vineyard area has steadily increased.

An instrument weighing only one and one-half pounds, and occupying a space of only six square inches has been invented to take the place of ordinary shorthand writing. There are sixteen keys, which lie next to one another, within the four outer keys. On these are all the letters and characters that are to be printed. The vowels and consonants are marked, and can be brought forward as desired. The sixteen keys are so arranged that they can be operated in pairs, so that one finger can press down either one or both keys of each pair. Those operating the machine have written at the rate of one hundred words a minute, and the writing can be read easier than shorthand.

The close of the nineteenth century will be observed by an exposition near Niagara Falls. The exposition will be especially devoted to the interests of American countries, and is therefore called the Pan-American. It will be situated on the boundary line between the United States and Canada on one of the islands in the Niagara river. A small village will be settled on one end of the island, and the modes and methods in use at the beginning of the century will be revived. The housewife will light her fires by the use of flint, and will spin and make cloth for the family. The miller will do the grinding by hand, and the house will be heated with logs of wood. There will be on the other side of the island a modern household, with telephone, electric light, steam heat, and all the triumphs of modern science and workmanship. The exposition will have other features equally interesting.

The Roentgen rays have been applied to fossils embedded in chalk, and very successful photographs have been obtained.

Coal being scarce and dear in Central and South America, many cities there are rising water power to generate electricity.

This year there are about 16,000,000 school children in the United States. There are only thirteen countries in the world having an entire population larger than our school population.

Literary Notes.

Hon. Theodore Roosevelt has written an article for the October "Century" on "The Roll of Honor of the New York Police," telling of the efforts made by the police commissioners during his term to give promotion, when possible, as a systematic recognition of gallantry. This is one of a series of articles in "The Century" on "Heroes of Peace," and it will be followed during the coming year by papers on "Heroism in the Fire Department," by Jacob A. Riis; "Heroism in the Life-Saving Service," by Gustav Kobbe, and "Heroes of the Deep," by Herbert Ward and Mrs. Elizabeth Stuart Phelps Ward.

The recent labors of the Salvation Army among the poor of the city of New York have called public attention to the dangers of the "Shifting and Floating City Population." A recent essay by Dr. Edward T. Devine bears this title, and treats this subject (Publications of the American Academy of Political and Social Science, No. 206). It gives a striking picture of the mode of life of this unfortunate class, and shows how destitute and precarious is their condition. They are dangerous subjects given over to petty crime and liable to swell the ranks of more serious criminals, whose reclamation is a grave problem of city life.

D. C. Heath & Co., of Boston, have in press, for immediate issue in Heath's Modern Language Series, "Faust, Part II," edited by Professor Calvin Thomas, of Columbia University. This edition will have a very full introduction and notes, and will resemble the "Part I," issued a few years ago in the same series, likewise edited by Professor Thomas.

The German edition of Mr. Edward Bellamy's "Equality" is to be followed shortly by an Italian edition. The publisher of "Equality" in Italy will be Remo Sandron, of Palermo. Although the book was published only recently, it is now appearing in four countries and three languages.

The Indianapolis "Journal" prints this interesting story concerning ex-President Harrison's forthcoming book: General Harrison has just completed the revision of his articles which have appeared in "The Ladies' Home Journal," making extended

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The Traveler who would thoroughly enjoy his toilet and bath must carry a half cake in his toilet case.

notes and additions to them. There is a little story in connection with both articles and publication. When the arrangement for the articles was made with General Harrison by Edward W. Bok, editor of "The Ladies' Home Journal," the General was paid for them, with the understanding that when they were put into book form the magazine was to share the royalties accruing therefrom. Mr. Bok, however, of his own accord, generously released General Harrison from paying him any royalty, for the reason, as he states, that by the publication of the articles by General Harrison the subscription list of his magazine was enlarged many thousands. The profits to "The Ladies' Home Journal" were more than the publishers anticipated, and in view of this Mr. Bok asks nothing further. General Harrison placed the disposition of his book in Mr. Bok's hands. The best offer came to the editor from the Scribners, and to them Mr. Bok gave the book for his distinguished contributor. General Harrison's revision of the book has just been completed, and the volume will appear this autumn.

"Appleton's Popular Science Monthly," for October contains a well illustrated article on "Franklin's Kite Experiments With Modern Apparatus." Alexander McAdie, the author, is widely known through his meteorological experiments with kites, and his views regarding the possibilities of this apparatus in scientific experimentation and for commercial use are hence of great interest.

The opening article of "McClure's Magazine" for October describes the rounding up of a great wild elephant herd in Siam, and the choosing out and bringing under control of such members of the herd as are required for the royal elephant stables. It is a spectacle the like of which is to be seen nowhere else in the world, and it attracts great crowds of people from all parts of the kingdom. The article is very interestingly illustrated from photographs taken by the author.

Miss Jeannette L. Gilder, of "The Critic," confesses to the authorship of a novel that attracted considerable attention, when published anonymously, a few years ago. The story, which is called "Taken by Siege," was published serially in "Lippincott's Magazine," and later in book-form by the Lippincotts. It will be re-published in a few weeks, by Messrs. Charles Scribner's Sons, with the author's name on the title-page. The story deals with the journalistic and musical life of New York city some twenty years ago, the Academy of Music, then the only opera house in New York, figuring conspicuously in its pages.

A stirring American historical romance is promised from one of the new writers recently brought to the fore by D. Appleton & Co. The title is "A Soldier of Manhattan," and the author is Mr. J. A. Altsheler. This vivid colonial romance opens with a series of pictures of New York in the middle of the eighteenth century. The adventurous career of the hero includes a share in Abercrombie's defeat at

Ticonderoga, and a period of captivity in Quebec, which was followed by an escape and an opportunity to play a part in the meeting of Wolfe and Montcalm on the Plains of Abraham.

"The Story of Germ Life," by Prof. H. W. Conn, of Wesleyan University, is the title of a forthcoming volume in Appleton's Library of Useful Stories. Professor Conn outlines the development of bacteriology, explains the nature and characteristics of bacteria, and the important part which they play in the economy of nature and in industry.

A serial poem by James Whitcomb Riley, which he calls "The Rubaiyat of Doc Sifers," will be printed in the November and December numbers of "The Century." Mr. Riley has in his characteristic vein described a quaint and lovable Hoosier village doctor, giving anecdotes and descriptions of the doctor's ways and doings from the point of view of an old fellow-townsmen. Mr. C. M. Relyea, the artist, has been sent to Indiana to draw from life the illustrations for the poem.

The first number of a new magazine for children, to be called "Little Folks," will be issued the last of October by S. E.

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Schleffelin & Co., New York.

Cassino, of Boston. As its sub-title states, it will be "an illustrated monthly for youngest readers." Mr. Charles Stuart Pratt

and Mrs. Ella Farman Pratt, who are to create and edit the magazine, will embody in it many plans and ideas which are the outgrowth of their twenty years' experience in shaping the children's literature of America.

"With a Pessimist in Spain," shortly to be published by A. C. McClurg & Co., of Chicago, is a book designed to inform the tourist of many charming spots in Spain, somewhat after the manner of Washington Irving. The author is Miss Mary F. Nixon, who writes from full personal knowledge of her subject and conducts the reader to the most interesting places, imparting in a pleasant conversational style much history, romance, and legend.

"Men in Epigram," to be issued shortly by A. C. McClurg & Co., is a companion volume to "Woman in Epigram," which has enjoyed considerable popularity. It contains carefully chosen bits of wisdom, wit and humor concerning the "Lords of creation," together with sundry pieces of sly satire that may be welcome as ammunition to keen combatants of the less logical sex.

D. C. Heath & Co., publishers, Boston, have in press for immediate issue in Heath's Modern Language Series Johanna Spyri's "Moni der Geissbub," a very attractive little German story, especially interesting to children.

Literary Shrines of Manhattan.

Material New York is both large and great; its dimensions are vast, its wealth is enormous, its commercial power is immeasurable, its better streets and structures are grand and imposing, the richest realities upon the planet lie within its limits. But, for those who can discern it, there is a greater New York, replete with glorious memories and big with thoughtful suggestions, which dwarfs and subordinates the material vastness and opulence, a city redolent of letters, of history, of romance, of poetry. Some subtle sense may enable us to see, beneath the mammoth edifices, the modest homes of the pioneers of the cis-Atlantic literature, within the twilight of canyon-like passages roofed by railways and dominated by multi-storied structures, the quiet streets where walked generations of thinkers; to hear upon the pave, amid the clamor of the modern Babel, the echoing footfalls of men whose memory the world will not let die. In the older section of the city every rod pressed by our pilgrim feet becomes sacred ground when we heed its suggestions of the past, its associations with the lives and works of the luminaries who here created for the young republic a place and a name in the world of letters; memories of the "Dutch Herodotus," Knickerbocker, pervade the ancient thoroughfares; Halleck and Woodworth hallow Wall street; Broadway is sung by Willis and Drake; the shade of Clarke stalks in City Hall Park.—Theodore F. Wolfe, in October "Lippincott's."

Faith in Hood's

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Interesting Notes.

The Fork Is 900 Years Old.

In 995 A. D., a son of the Doge, Pietro Orsolo, had wedded in Venice the Byzantine Princess Argila, who produced at the wedding breakfast a silver fork and a gold spoon. Then the high Venetian families followed suit, and these martyrs to fashion pricked their lips with the new instrument. The fork prospered, however, and spread over Italy. In 1379 it had traveled as far as France, and in 1608 a traveler brought it direct to England.—London "Figaro."

Maine's Lumber Industry

About 15,000,000 feet of deals, mostly spruce, will be shipped from Bangor to England this season, which is about twice as much as has been sent from there to all foreign ports in the last twenty years. Though work is brisk at the two mills where the deal is sawed, the lumber business is very dull on the river. Meanwhile the mills at St. John and other New Brunswick ports are running day and night to supply the demands of New England builders. The three years of free lumber have crippled all the Maine mills, and driven several owners to new fields. A year ago the W. P. Pierson mill in Veazie, one of the best on the river, was shut down, and last fall the company built a new mill at Ashland, on the Aroostook river, 150 miles above Bangor. Here the logs are hauled from the stump to cars and taken direct to the mill without the aid of river driving. Several other large mill operators will soon move their plants to the forests, as the cost of driving is greater than the price of carrying lumber by rail.

In fact, the picturesque river driver will soon be without an occupation. One big pulp mill in Waterville, which has always obtained the spruce logs from the Kennebec drives, is now getting its wood from Jackman and Lowellton, near the Can-

"He had small skill o' horse flesh
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adian line. The logs are sawed into four foot lengths and put on cars for Kingman. At Kingman they are unloaded and barked by water power, and then placed on the rails again for Waterville. Though the wood is loaded and unloaded twice, and though it is brought 150 miles by rail, the pulp company is making big dividends by changing its means of transportation from the river to the cars.—Boston "Transcript."

Acute Articular Rheumatism.

A writer in the "Medical World" says that for the hyperpyrexia of this disease nothing equals antikainna, while it is also a great pain destroyer. He says it does not depress the heart, but rather strengthens it. It reduces the fever quickly and its action is especially good in the heart complications.

Hall Caine's First Novel.

Though Rossetti had always urged him to become a dramatist, he had also encouraged him to write novels, advising him to become the novelist of Manxland. "There is a career there," he used to say, "for nothing is known about this land." The two friends had discussed Hall Caine's plot of "The Shadow of a Crime," which Rossetti had found "immensely powerful but unsympathetic," and it was with this novel that Hall Caine began his career as a writer of fiction. He had married in the meanwhile, and with forty pounds (two hundred dollars in the bank and an assured income of a hundred (five hundred dollars) a year from "The Liverpool Mercury," he went with his wife to live in a small house in the Isle of Wight, to write his book. "I labored over it fearfully," he says, "but not so much as I do now over my books. At that time I only wanted to write a thrilling tale. Now what I want in my novels is a spiritual intent, a problem of life."

"The Shadow of a Crime" appeared first in serial form in the "Liverpool Mercury," and was published in book form by Chatto & Windus in 1885. For the book rights Hall Caine received seventy-five pounds (three hundred and seventy-five dollars), which, with the one hundred pounds (five hundred dollars) from "The Liverpool Mercury," is all that he has ever received from a book which is now in its seventeenth edition.—"McClure's Magazine."

An Ounce of Prevention

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A Common Experience.

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Scene II.—Mr. Johnson reads a testimonial which tells of scrofulous troubles cured by Hood's Sarsaparilla. He resolves to try it, sends for a bottle, and begins taking it.

Scene III.—Mr. Johnson has taken six bottles of Hood's Sarsaparilla. His scrofulous sore is cured. He is feeling stronger, has a good appetite, and is able to attend to his work. He writes a testimonial telling of his experience with Hood's Sarsaparilla, and recommends it to others.

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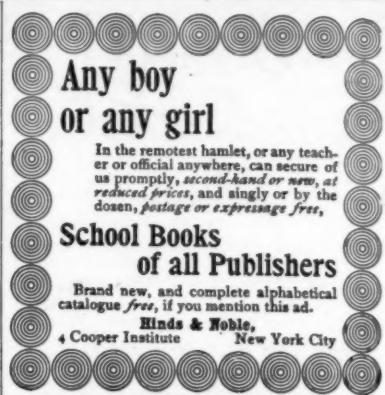
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